CONNECTING STAFF DEVELOPMENT TO TEACHER IMPROVEMENT: A
CASE STUDY OF AN IN-SERVICE TEACHER EDUCATION PROGRAM
FOR ENGLISH TEACHERS

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ABSTRACT

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The aim of this study was to investigate the impact of a staff development program designed through the cascade-training model by the MoNE on primary school English teachers and their actual classroom practices. In line with this, it aimed to establish a connection between aspects of planning, implementation, and evaluation of staff development and their impact on teachers and students. A qualitative case study was employed and data were collected from 10 teachers, eight teacher trainers, and three faculty members through semi-structured interviews. Moreover, 23-hour seminar and 50-hour classroom observations were conducted, and the documents related to the seminar and actual classroom practices of the teachers were analyzed to complement the interview findings.

The results indicated that the effective practices (e.g., use of participant-centered approaches, English as the medium of instruction, practical ideas and suggestions and course book based activities) and ineffective practices (e.g., lack of needs assessment, traditional way of session delivery, and lack of follow-up) employed in the planning, implementation and evaluation phases of staff

development had an impact on teachers' (1) pedagogical beliefs, (2) pedagogical content knowledge, (3) actual classroom practices, (4) personal and professional growth, and (5) students. The findings further revealed that these five levels of impact interacted with each other based on the characteristics of the teachers (teaching experience and gender), their motivation, self-concepts, and the teacher education programs they attended.

Keywords: Staff Development, In-service Education, Teacher Education, Teacher Improvement, Case Study.

ÖZ

HİZMET İÇİ EĞİTİMİN ÖĞRETMEN GELİŞİMİNE ETKİSİ: İNGİLİZCE ÖĞRETMENLERİ İÇİN DÜZENLENEN BİR HİZMET İÇİ EĞİTİM PROGRAMI ÜZERİNE DURUM ÇALIŞMASI

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Bu araştırmanın amacı Milli Eğitim Bakanlığı tarafından piramit eğitim modeli kullanılarak düzenlenen bir hizmet içi eğitim programının ilköğretim İngilizce öğretmenleri ve bu öğretmenlerin sınıf içi uygulamaları üzerindeki etkisini araştırmaktır. Bu bağlamda, bu araştırma, hizmet içi eğitim programının planlama, uygulama ve değerlendirme boyutu ile bu programın öğretmenler ve öğrenciler üzerindeki etkisi arasındaki ilişkiyi irdelemektedir. Araştırmada, nitel araştırma yaklaşımıyla uyumlu olan durum çalışması deseni kullanılarak, 10 öğretmen, sekiz formatör öğretmen ve üç akademisyenden yarı yapılandırılmış görüşmeler ile veri toplanmıştır. Görüşmelere ek olarak, 23 saat seminer ve 50 saat sınıf gözlemi yapılmış; seminerlerle ilgili ve öğretmenlerin sınıf içi uygulamalarına yönelik dokümanlar analiz edilmiştir.

Araştırma sonuçları, hizmet içi eğitimin planlama, uygulama ve değerlendirme süreçlerinde işe koşulan etkili uygulamaların (örn. katılımcı odaklı yaklaşımların kullanımı, İngilizce'nin iletişim dili olarak kullanılması, uygulanabilir fikirler ve önerilerin sunulması ve ders kitabı kaynaklı etkinliklerin

yapılması) ve etkili olmayan uygulamaların (ihtiyaç analizinin yapılmamış olması, oturumların geleneksel yaklaşımlarla sunulması ve seminer sonrası takip sisteminin bulunmaması) öğretmenlerin (1) pedagojik inançları, (2) pedagojik alan bilgileri, (3) sınıf içi uygulamaları, (4) kişisel ve mesleki gelişimleri ve (5) öğrencileri üzerinde etkiye sahip olduğunu göstermektedir. Bulgular ayrıca, bu beş alandaki etkinin öğretmen özellikleri (öğretmenlik deneyimi ve cinsiyet), öğretmenlerin motivasyon düzeyleri, öz benlik algıları, ve mezun oldukları lisans programına bağlı olarak birbiriyle etkileşim içinde olduğunu ortaya koymaktadır.

Anahtar kelimeler: Hizmet İçi Eğitim, Öğretmen Eğitimi, Öğretmen Gelişimi, Durum Çalışması

To My Family

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

LIST OF ABBREVIATIONS

BoE   Board of Education

ELT   English Language Teaching

FGTT   First Generation Teacher Trainers

INSET   In-service Teacher Education

MoNE   Ministry of National Education

PDNE   Provincial Directorate for National Education

SGTT   Second Generation Teacher Trainers

TTP   Trainer Training Program

CHAPTER I

INTRODUCTION

Change that emanates from teachers lasts until they find a better way.
Roland Barth, *Improving Schools From Within*

This chapter provides a background to the study highlighting the role of effective staff development processes in enhancing the quality of education and contributing to the success of educational reforms. It revolves around the three-way relation between curriculum change, staff development, and most importantly teachers as change agents. It also presents a brief description of the primary school curriculum change in Turkey with a specific emphasis on how English language teaching curriculum has changed. Parallel with the curriculum change, it continues with a brief description of the staff development programs organized nationwide by the MoNE to introduce the curriculum change to English teachers. After providing the background to the study, the chapter presents the purpose and the research questions of the study. It concludes with the significance of the study to the field, which is followed by the definitions of the terms that are frequently used throughout the study.

1.1. Background to the Study

Enhancing the quality of education has been one of the most significant discussions throughout the history of education (Huber, 2011). This discussion has manifested itself in an increasing emphasis on staff development (Guskey, 2000). Elmore (2002) defines staff development as "the set of knowledge- and skill-building activities that raise the capacity of teachers and administrators to

1

respond to external demands and to engage in the improvement of practice and performance" (p.13). This highlights the notion that an increasing need for staff development has been initially characterized with the changes in the knowledge base (Craft 2000; Darling-Hammond & Bransford, 2005; Guskey, 2000). Guskey (2000) states that providing the teachers with staff development opportunities is necessary as "Our knowledge base in education is growing rapidly, and so, too, is the knowledge base in nearly every subject area and academic discipline," (p.3) which suggests that "Like practitioners in the other professional fields, educators must keep abreast of this emerging knowledge and must be prepared to use it to continually refine their conceptual and craft skills" (p.3). In line with this, effective staff development will undoubtedly enable the teachers to build on the knowledge and skills they gained through pre-service education. Odabaşı-Çimer, Çakır and Çimer (2010) further emphasize the role of staff development in increasing the effectiveness of pre-service education. They assert that "there is no pre-service education or training programme that can offer a codified body of knowledge or recipe to warrant success during the teaching career in different contexts" (p.31). Similarly, an OECD report (1998) elaborates on the complementary nature of staff development as follows:

> Pre-service training cannot, of itself, be expected to prepare teachers fully to meet these rising expectations, especially against the background of a rapidly changing social, economic, and educational environment. It has to be supplemented by ongoing in-service training and professional development if the ideal of lifelong learning is to be realized for members of the teaching profession. (p.17)

The recent research has revealed that changes in the knowledge base have also surfaced the rising needs and expectations of students which could be fully realized if the teachers benefit from the effective staff development opportunities (Darling-Hammond & Bransford, 2005). Staff development raises the capacity of the teachers (Elmore, 2002) through updating their knowledge and skills, which is expected to increase student learning as well (Darling-Hammond & Bransford, 2005; Fitchman-Dana & Yendol-Hoppey, 2008; Guskey, 2000). In the same vein, Guskey (2000) highlights the relation between staff development

and student learning by stating that "Teacher knowledge and practices are the most immediate and most significant outcomes of any professional development effort. They also are the primary factors influencing the relationship between professional development and improvements in student learning" (p.75). This apparently indicates that if teachers transform the knowledge and skills gained through effective staff development programs, a potential increase in students' attitudes and achievement could be assumed (Guskey, 2000; Joyce and Showers, 2002; Villegas-Reimers, 2003).

Besides enabling the teachers to keep up with the developments in the rapidly changing world (Guskey, 2000; Darling-Hammond & Bransford, 2005; Villegas-Reimers, 2003), and increasing student learning (Darling-Hammond & Bransford, 2005; Fitchman-Dana & Yendol-Hoppey, 2008; Guskey, 2000), staff development also contributes to the implementation of educational reforms in a significant way (Guskey, 2000; Little, 2001; Villegas-Reimers, 2003). It is widely seen that the effort of increasing the quality of education has manifested itself in a number of educational reforms all around the world. However, "although many societies are engaging in serious and promising educational reforms" (Villegas-Reimers, 2003, p.7), the literature also reveals published failure reform stories (Guskey, 2000). What generally makes the educational reforms succeed or fail is twofold. In the first place, the perceived role of the teachers within the framework of reform plays a crucial role in its success. The research reveals that although the teachers are the ones who are expected to transform the reforms into classroom, they do not have a voice when it comes to initiate educational reforms (Apple & Jungck, 1993; Cohn & Cottkamp, 1993; Guskey, 2000). The general tendency to regard the teachers only the implementers of the reforms weakens the boundaries of the reform movements. Indeed, the teachers are "both subjects and objects of change" (Villegas-Reimers, 2000, p.7), which shows that educational reforms that consider the role of the teacher as an implementer and a change agent simultaneously (Guskey, 2000; OECD, 2011) are more likely to succeed compared to those where the teachers are considered only the implementers of the reforms.

Educational reforms mostly require the teachers "to transform their roles and take on new responsibilities" (Guskey, 2000, p.3). However, this transformation process could be quite tough. "Inevitably, whether a change is mandated or voluntarily endorsed, teachers have a considerable amount of discretion as to whether they implement the change in their classrooms" (Richardson & Placier, 2001, p.909). In fact, teachers' interpretation of the reforms plays a significant role in their decision to transform new roles. This is further supported by Little (2001) who asserts that "However reform proposals are portrayed in documents or by their advocates inside and outside the school, they are subject to individual, collective, and institutional interpretations" (p.28). Similarly, Hopkins and Lewin (as cited in Akşit, 2007) claim that "whether curricular or structural, or whether initiated internally or externally, there is no guarantee that practice follows policy" (p.136). How the teachers enact the intended curriculum also depends on their willingness. The research has revealed that possibly correct interpretation of the reform is not always an indicator of the implementation. To illustrate, in a study conducted by Ayaş et al. (as cited in Odabaşı-Çimer, Çakır & Çimer, 2007) who investigated the effectiveness of in-service teacher education provided by the MoNE in Turkey, it was found that although the teachers "may seem to understand the requirements of changes, they may not implement them in the classroom" (p.32). This draws attention to the fact that teachers are the only implementers and change agents in the classroom, and the success or a failure of the reforms rests on the teachers.

Staff development has been regarded as a key factor in encouraging the teachers to develop new roles complementing the educational reforms (Dilworth & Imig, 1995; Fullan & Hargreaves, 1992; Guskey, 2000; Villegas-Reimers, 2003). At this point, Villegas-Reimers (2003) defines the relation between staff development and educational reforms as a two-way, reciprocal relation. She elaborates on this by asserting that "Educational reforms that do not include teachers and their professional development have not been successful (p.24). This clearly shows that staff development plays a crucial role in enabling the teachers to interpret the reform, gain an understanding of the rationale behind it, and develop skills and competencies to transform it to their instructional practices. As

4

a matter of fact, the role of staff development is to initiate teacher change. Richardson and Placier (2001) define teacher change as "learning, development, socialization, growth, improvement, implementation of something new or different, cognitive and affective change, and self-study" (p.905). In line with this, staff development is expected to contribute to these dimensions one way or another, which makes teacher change an expected component of any staff development activity.

It is also crucial to note that the existence of a staff development program does not guarantee the success of an educational reform if it is not planned, implemented, evaluated, and supported in an efficient way. This is further supported by Villegas-Reimers (2003) who points out that "Professional development initiatives that have not been embedded in some form of reform of structures and policies have not been successful, either" (p.24). Similarly, Little (2001) asserts that "The success or failure of reform commonly points to the contributions or shortcomings of formal staff development" (p.3). This concern has manifested itself in a number of studies investigating the effective and ineffective staff development processes to better the quality of education. These studies include but not limited to the following: Corcoran (1995); Garet, Porter, Desimone, Birman, and Yoon (2001); Guskey (1995); Munby, Ogilvie, and Sutton (1987); Wei, Darling-Hammond, Andree, Richardson, and Orphanos (2009). So far, this chapter has presented and discussed the role of staff development in enhancing the knowledge base of the teachers, increasing students' learning, and most importantly, contributing to the success of the educational reforms, all of which are closely related to each other in terms of increasing the quality of education through teacher change. Considering the increasing number of countries which implement educational reforms, it is of great importance to integrate staff development into the reform process to initiate teacher change and maximize the success of the reforms.

Turkey is one of the countries which has witnessed an educational reform in the recent decade. In line with the translation of the educational reform into the national curriculum during the academic year of 2004-2005, the primary and secondary school curricula have changed significantly, and a shift towards a

constructivist way of teaching has characterized the curricula and the textbooks since then. Among some of the reasons that initiated the curriculum reform were noted as keeping up with the scientific and technologic developments as well as the developments in teaching and learning processes; increasing quality and equality; and providing program unity for the eight year basic education. Moreover, disappointing results of the international studies such as PISA, TIMMS-R and PIRLS were among the reasons calling for a reform in the curricula (MoNE, 2004).

The primary and secondary school English curriculum is one of the curricula that was developed based on the changes in the national curriculum. In line with the objectives of the curriculum reform, the goals, content, instructional activities, instructional materials, and assessment tools were redesigned. With an aim to establish integrity among the 4th, 5th, 6th, 7th, and 8th grades, a spiral curriculum was used so that English learners could be exposed to the same concept more than once. Apart from this, a process oriented approach to language teaching was employed. Thus, the changes made in the English curriculum necessitated the teachers to employ communicative language teaching and eclectic method in their classes to improve the communicative competence of the students. In line with this, the use of the target language (L2) and exploitation of the integrated skills and four main skills in class were highlighted along with the use of communicative activities in the new English curriculum. Moreover, alternative assessment was integrated to the language teaching and learning process, and student outputs were made a part of the assessment process respectively. Besides this, curriculum guidelines were prepared in detail, and sample activities that the teachers could utilize in class (e.g., songs, games, role plays, visualization) were provided in these guidelines. The guidelines included some tips and strategies (e.g., how to encourage self-correction) that the teachers could use in class (MoNE, 2006).

The interest of the researchers on the implementation of the reform has manifested itself in a number of studies both in ELT and in general primary school courses. The results of some of these studies indicated a need for staff development to enable the teachers to implement the intended curricula

successfully (e.g., Büyükduman, 2005; Topkaya & Küçük, 2010). In fact, an increase in the demand for learning English and the number of English teachers had already revealed a need for staff development (Wallace, 1991; Williams, 1994) all around the world when the curriculum reform was introduced. However, this need was magnified by the implementation of the educational reform in Turkey.

Parallel with the curriculum reform, there have been some staff development programs organized by the Ministry of National Education (MoNE) to introduce the new English curriculum to English teachers. The most comprehensive in-service teacher education programs started as of 2009. This program aimed to reach all English teachers working for the MoNE all around Turkey through one-week local INSET seminars. However, considering the difficulty of training approximately 48.000 English teachers in a short time, a nation-wide staff development program was conducted through the cascade training model. Cascade training model "involves individual teachers attending 'training events' and then cascading or disseminating the information to colleagues" (Kennedy, 2005, p.235). In line with this, two groups of selected English teachers were trained through two trainer training programs (TTPs) which were organized in 2009 and 2010 successively. Simultaneously with the second TTP, the local INSET seminars started in 2010 all around Turkey to introduce the new curriculum to the English teachers and enable them to implement the intended curriculum efficiently. However, how the teachers transformed the knowledge and skills into their teaching practices, and if the cascade training model worked has remained unexplored, which needs further attention to improve related policies and practices.

There is a number of studies carried out on staff development in ELT in Turkey. Most of these studies were conducted at a university setting. These studies mainly investigated either the needs and/or perceptions of the language instructors regarding staff development (e.g., Önkol, 2011; Özen, 1997) and/or evaluated the effectiveness of the staff development programs (e.g., Türkay-Altınkamış, 2000; Daloğlu, 1996; Şahin, 2006; Şan, 1998). However, the number of the studies conducted on staff development in ELT for English teachers by the

MoNE is quite limited. These studies focused on either the identification of the INSET training needs of the teachers (e.g., Karaca, 1999; Kayhan, 1999; Mısırlı, 2011) and/or evaluation of staff development programs in terms of their effectiveness (e.g., Ünal, 2010). Moreover, most of these studies were conducted before the educational reform and mainly adapted quantitative data collection tools. The ones that employed a mixed design made use of interviews and rarely document analysis, but no research has been found to follow the teachers' after seminar classroom practices through actual classroom observations. Accordingly, there is a gap in the literature pertaining to the connection between staff development programs and actual classroom practices of English teachers and performances of their students after staff development in Turkey. Understanding the impact of staff development on teachers and their teaching is of crucial importance to contribute to the sustainability of the staff development programs and increase the quality of English language teaching.

1.2. Purpose of the Study

The purpose of the study is to investigate the impact of a local INSET seminar for English teachers by the MoNE on teachers and their actual classroom practices. In line with this, the present study focuses on planning, implementation, evaluation, and impact of a local INSET seminar designed through the cascade training model with an aim to investigate the connection of the first three aspects to that of impact. Thus, this study aims to answer the following research questions.

RQ1: How are the in-service teacher education programs for English teachers by the MoNE planned?

RQ2: How are the in-service teacher education programs for English teachers by the MoNE implemented?

RQ3: How are the in-service teacher education programs for English teachers by the MoNE evaluated?

RQ4: What impact does in-service education have on English teachers and their teaching practices?

4.1. What types of in-service teacher education practices lead to better performance for teachers and students?

4.2. What types of in-service teacher education practices are less effective in improving the performance of teachers and students?

4.3. What differences are there among teachers in implementing the learning experiences they gained in in-service teacher education?

1.3.   Significance of the Study

This study is significant in many ways. Firstly, as mentioned earlier in the chapter, there has been a limited number of studies carried out on staff development programs organized by the MoNE specifically for English teachers. These studies focused on either the identification of the INSET training needs of the teachers and/or evaluation of staff development programs in terms of their short-run effectiveness through the use of mostly quantitative data collection tools. However, there has been no study investigating the connection between planning, implementation and evaluation phases of staff development to that of impact. Most importantly, actual classroom observations seem to have not been utilized in any study to track over the after seminar practices of English teachers. In this respect, this study is likely to provide significant insights into the link between staff development and its impact on English teachers and their classroom practices.

Secondly, this is also the first study conducted in Turkey which provides insights on three stages of cascading, and investigates the connection between the TTPs and the local INSET seminars respectively. Accordingly, it bridges the gap between the cascade training model and its impact on teachers and their teaching practices. In addition, it provides insights into the effective and ineffective practices of a cascade training model in a country where English is taught as a foreign language. Considering that the cascade training model has been increasingly used to complement the educational reforms all around the world, if and how they initiate teacher change forms the backbone of this study. If staff development practitioners take the results of this study into consideration prior to

commencing a cascade training model especially in an EFL setting, they could enhance the quality and effectiveness of the trainings.

Thirdly, the study provides the key stakeholders, decision makers, and staff development practitioners with the effective and ineffective principles of staff development in ELT in Turkey. Developing an in-depth understanding of the effects of planning, implementation, and evaluation of staff development on teachers and their actual training practices will enable the staff development practitioners to develop insights on what constitutes an effective staff development program for English teachers. Thus, they could design more effective INSET programs, which will help restructuring current in-service training practices of the MoNE.

Finally, this study also presents the problems the teachers encounter when they want to translate the input they have received in staff development programs into their classroom practices. Identification of the problems could enable the authorities to establish certain strategies to deal with these problems at a national level. This could increase the success of the educational reforms and contribute to the quality of education.

Last but not the least, the findings of this study calls for a nationwide coaching unit which provides support, guidance, and encouragement to English teachers so that they could teach English more efficiently. The results of this study, if taken into consideration, could serve as a basis to introduce a coaching unit in each city for English teachers.

1.4. Definition of Terms

Staff Development: In this study, staff development, professional development, and in-service teacher education will be used interchangeably to talk about the "processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students" (Guskey, 2000, p.16).

Cascade Training Model: Cascade training model is "individual teachers attending 'training events' and then cascading or disseminating the information to

colleagues" (Kennedy, 2005, p.235). In this study, it has been used to describe how the staff development programs organized for the English teachers by the MoNE have been designed.

Trainer Training Program (TTP): TTP is the first stage of cascading. It refers to training English teachers so that they could train other English teachers later. Two TTPs were held in 2009 and 2010 successively making them the first and the second TTPs respectively.

First Generation Teacher Trainer (FGTT): The first generation teacher trainers (FGTTs) are the first group of English teachers who were trained through the first TTP.

Second Generation Teacher Trainer (SGTT): The second generation teacher trainers (SGTTs) are the second group of English teachers who were trained through the second TTP. What makes them the second generation is that they were trained mostly by the FGTTs.

Local INSET Seminar: The local INSET seminar is a one-week staff development program organized for English teachers at a city level. The teacher trainers involved in the local INSET seminars are both FGTTs and SGTTs.

CHAPTER II

REVIEW OF LITERATURE

> It would be so nice if something made sense for a change.
> (Lewis Carroll, Alice in Wonderland)

This chapter presents the review of literature on staff development and teacher change. It revolves around staff development, cascade training model, effective staff development processes, and the relation between staff development and teacher change. After focusing on the relevant literature on the aforementioned points, the chapter presents the research conducted on staff development and teacher change to better portray the relationship existing between the provision of staff development and the type and level of impact on teachers and their instructional practices. The chapter concludes with a summary of the literature review.

2.1. Conceptual Framework for Staff Development

Central to the entire discipline of education is the concept of staff development. A considerable amount of literature has been published on staff development. The term staff development is used synonymously with professional development, in-service education, and in-service training. Although it is a commonly used term in education, it is still a concept difficult to define precisely. A very broad definition is offered by Villegas-Reimers (2003) who defines staff development as "the development of a person in his or her professional role" (p.11). This definition highlights the contributions of staff development to the development of individuals in their profession. The relation between staff

development and its potential effects on students are overtly reflected in some of the definitions offered for staff development as well. Guskey (2002) suggests a narrower definition compared to Villegas-Reimers (2003) and describes the staff development programs as "systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students" (p.381). Similarly, NJEA (2009) defines staff development as "comprehensive, sustained and intensive approach to improving teachers' and administrators' effectiveness in raising student achievement" (p.1). When analyzed carefully, the commonalities existing between the definitions could be noted as increasing the capacity and performance of teachers, and in turn enhancing student learning.

Parallel with the definitions discussed here, a growing body of literature on development of teachers has revealed that staff development has a significant contribution on teachers' beliefs and instructional practices, students' learning, and educational reforms (Villegas-Reimers, 2003), which will be explained throughout the chapter in detail. In this study, staff development, professional development, and in-service teacher education will be used interchangeably to talk about the "processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students" (Guskey, 2000, p.16).

2.2. Models of Staff Development

There are various models employed to provide the teachers with staff development opportunities. Guskey (2000) states that "New views of professional development have led to new professional models and designs" (p.22). In line with this, various classifications of the models are used. Guskey (2000) classifies the major models of staff development into seven categories: (a) training, (b) Observation/assessment, (c) Involvement in a development/improvement process, (d) Study groups, (e) inquiry/action research, (f) individually guides activities, and (g) mentoring.

Another classification of the staff development models is offered by Villegas-Reimers (2003) who has conducted an international review of literature

about teacher professional development. As demonstrated in Table 2.1, she groups the models into two categories, namely, organizational partnership models and small group or individual models. She states that the models in the first group "require and imply certain organizational or institutional partnership in order to be effective" (p.70). Within this group are university-school partnerships, teachers' networks, and distance education. On the contrary, the models in the second group focus on the implementation on a smaller scale. Some of the models which are grouped under the second category are case-based studies, action research, seminars, coaching, and portfolios.

Table 2.1

Models and Types of Teacher Professional Development

Organizational partnership models	Small group or individual models
Professional development schools	Supervision: traditional and clinical
Other university-school partnerships	Students' performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses, etc.
Schools' networks	Case-based study
Teachers' networks	Self-directed development
Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers' participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers' narratives
	Generational or cascade model
	Coaching/mentoring

Note. From *Teacher Professional Development: An International Review of the Literature,* (p.70), by E. Villegas-Reimers, 2003, Paris: UNESCO.

Tallerico (2005) divides the staff development models into five categories based on the works of Sparks and Hirsch (1997) and Sparks and Loucks-Horsley (1990). These models are (a) individually guided, (b) collaborative problem solving, (c) observation and assessment of teaching, (d)

trainings, and (e) action research. He uses the terms and models interchangeably to talk about the design of staff development. The literature on staff development has revealed that in-service teacher training (INSET) programs which are common in all of the classifications presented above have been employed as the most common way to provide staff development opportunities to teachers (Guskey, 2000). It is considered as "the most efficient and cost-effective professional development model for sharing ideas and information with large groups of educators" (Guskey, 2000, p.23).

2.3. Cascade Training Model

Cascade training model, namely, training of trainers, (Villegas-Reimers, 2003) is one of the widely employed models of INSETs. It is generally used to reach a great number of teachers through large scale trainings (Bax, 2002; Hayes, 2000; O'Donahue, 2010; Villegas-Reimers, 2003) with limited resources (Bax, 2002, Kennedy, 2005). The related literature reveals that cascade training models have been typically used to train teachers to adapt to educational reforms and/or to introduce a new innovation to teachers. Hayes (2000) states that "education ministries often use the 'cascade' model to attempt to effect large-scale change at the classroom level" (p.135). It "involves individual teachers attending 'training events' and then cascading or disseminating the information to colleagues" (Kennedy, 2005, p.235). Griffin (as cited in Villegas-Reimers, 2003) states that "In this model, a first generation of teachers is trained or educated in a particular topic or aspect of teaching or subject matter, and after a certain amount of time becomes the educators of a second generation" (p.115). This draws attention to the role of careful planning and selection of the first generation of teacher trainers to get most out of the trainings, which could continue the effectiveness of the cascade training model "for up to three generations" (Villegas-Reimers, 2003, p.115)

There are some limitations of the cascade training model rooting in the nature of the cascade model itself. Firstly, Eraut (as cited in Thorburn, 2006) states that "while a top-down model of cascading might work where simple dissemination of information is required, it certainly does not appear to work

when there is a need for a deeper pedagogical or professional development" (p.364). Secondly, cascade models might overemphasize the content knowledge while providing less focus on in which contexts that knowledge could be used (Kennedy, 2005), which seems to be a serious drawback as teachers may not develop understanding of how to transfer the knowledge and skills gained through the training into their teaching practices. One other drawback of the cascade training models is stated by Solomon and Tresman (1999). They state that the first generation teachers might not pass down the underlying values of professional development to the lower level of teachers. Accordingly, INSET programs adapting the cascade training model have a lack of "beliefs built on values which could then be put into professional action" (Solomon and Tresman, 1999, p. 314). Finally, O'Donahue (2010) points out that "as training flows through the layers a certain amount of quality and content is lost in transmission" (p.6), which reveals that knowledge and skills of the first generation teachers is significant in their ability to pass trainings to the lower level teachers.

2.4. Effective Staff Development Principles

Identification of effective staff development principles is of crucial importance in terms of bettering teachers' instructional practices, increasing students' learning and enhancing the sustainability of staff development programs. Craig, Kraft, and Plessis (1998) define the effective staff development programs as those practices that contribute to quality of education through enhancing teachers' classroom practices. Although, there has been an increasing interest in the identification of effective staff development principles in recent years, there is no consensus on the best practice in staff development (Corcoran, 1995). However, some of the principles suggested by different authors seem to overlap with each other. In this section, the effective staff development principles which were found to have an impact on teachers, their instructional practices, and their students will be presented.

Corcoran (1995) suggests eight 'guiding principles' for effective staff development programs based on a comprehensive analysis of the related literature. He states that effective staff development practices:

- stimulate and support site-based initiatives.
- support teacher initiatives as well as school or district initiatives.
- are grounded in knowledge about teaching.
- model constructivist teaching.
- offer intellectual, social and emotional engagement with ideas, materials, and colleagues.
- demonstrate respect for teachers as professionals and as adult learners.
- provide for sufficient time and follow-up for teachers to master new content and strategies to integrate them into their teaching.
- are accessible and inclusive (p.3)

Guskey (1995) also offers a set of principles that could enhance the effectiveness of the trainings. They are:

- to recognize change as being both an individual and organizational process
- to think big, but start small
- to work in teams to maintain support
- to include room for feedback
- to provide continuous follow-up and support
- to integrate programs (p.127)

Next, Tallerico (2005) suggests two sets of principles to be followed to increase the sustainability of the staff development activities. The first set of principles entails five key practices which are closely related to the notion of *how* teachers learn as adults based on the work of Knowles, Holton, and Swanson (as cited in Tallerico, 2005, p.55). In line with this, a staff development model should focus on:

- Active engagement
- Relevance to current challenges
- Integration of experience
- Learning style variation
- Choice and self-direction

The second set of practices that Tallerico (2005) offers is based on the studies investigating *what* teachers learn, and it entails five principles as well. A practitioner who wants to ensure that the training is effective should consider the following:

- Focus on content knowledge
- Collective participation
- Use of active learning strategies
- Coherence
- Duration (p.61)

All aforementioned principles provide insights about how staff development programs should be conducted and what they should entail so that the teachers could get maximum benefit from them. When analyzed carefully, it is seen that there are some commonalities among the various principles offered by different scholars. Based on a comprehensive analysis of the literature, five themes each including a set of effective principles emerge: (a) Needs assessment, (b) content selection, (c) participant-based method, and (d) establishing a follow-up system, which will be explained next in detail.

2.4.1. Needs Assessment

The analysis of the studies has revealed that conducting a thorough needs assessment is a key to effective staff development. Guskey (2000) states that "Well-designed needs assessments are considered essential in planning well-targeted and highly efficient professional development programs and activities" (p.57). Understanding the needs of the teachers is of crucial importance to "determine the goals, content, best delivery method, and evaluation of the activity, whether it be a specific in-service training program or larger ongoing support program" (Craig, Kraft, & Plessis, 1999, p.106). This suggests that staff development programs which are organized upon conducting a well-designed needs assessment study is more likely to have impact on teachers and their actual classroom practices.

2.4.2. Content Selection

The selection of the content to be delivered during the staff development program is the second effective principle promising impact. Joyce and Showers (2002) regard the content selection as a critical decision to be thought over carefully and thoroughly. They state that "...only content dealing with curriculum

and instruction or the overall climate of the schools is likely to considerably improve student learning." Similarly, Corcoran (1995) asserts that effective staff development should include "expectations educators hold for students, child-development theory, curriculum content and design, instructional and assessment strategies for instilling higher-order competencies, school culture and shared decision making" (1995, p.3). In line with this, Tallerico (2005) suggests that staff development should be also relevant to the challenges and concerns of the teachers regarding their work lives.

2.4.3. Participant-based Method

The research on staff development and teacher change has revealed that the use of a learner-centered method during staff development programs has a positive impact on teachers and their classroom practices. In the first place, it is seen that the use of constructivist teaching is expected to contribute to teachers' classroom practices. Corcoran (1995) asserts that "Teachers need opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practice" (p.3). In this respect, the use of various activities that encourage teachers to learn from each other makes a contribution to their classroom practices.

The second feature that differentiates effective staff development models from ineffective ones is providing opportunities for learning. In line with employing a constructivist paradigm of training, active learning and involvement of teachers in training seem to contribute to teachers' practices, and in turn, students' achievement levels. This is further supported by Corcoran (1995) who states that effective training programs "offer intellectual, social and emotional engagement with ideas, materials and colleagues." Parallel with the theories of adult education, active engagement of the participants in professional development is important as well. Tallerico (2005) states that "Retention of information is greater when the learner plays an active, rather than passive, role" (p.55). Moreover, she adds that whatever the type of the professional development is, "opportunities for active engagement can increase in resultant learning" (p.55). Similar to these authors, Munby, Ogilvie and Sutton (1987) state that it is

important to provide trainers with opportunities to internalize the knowledge, connect it with their teaching contexts, and enable them to experiment with new methods, techniques and ideas. Similarly, in a study conducted by Garet et al. (2001), it was found that professional development activities employing active learning, and being "integrated into the daily life of the school" (p.935) are effective. This is further supported by Wei et al. (2009) who assert that professional development practices emphasizing how teachers learn, focusing on active learning, and enhancing the pedagogical content knowledge of teachers by enabling them to "engage in specific pedagogical skills" (p.3) are among the effective practices.

The third feature which could be regarded within the participant-based method is the integration of prior knowledge and experience to staff development delivery. It makes a difference in increasing the success of the training event as adults have accumulated a great deal of experience throughout their life and career (Tallerico, 2005). This is further supported by Corcoran (1995) who states that "Professional development should draw on the expertise of teachers and take differing degrees of teacher experience into account" (p.3). These all suggest that staff development programs which address the prior knowledge and experience of the participants are likely to have a positive influence on the amount of the input they receive.

2.4.4. Establishing a Follow-up Support System

The literature on staff development reveals that follow-up is of crucial importance to increase the impact and sustainability of staff development. One of the drawbacks of most of the professional development activities is that "There is seldom any follow-up to the experience..." (Corcoran, 1995, p.1). This is further supported by Waters who (2006) states that "INSET stands or falls on the basis of its potential for effecting meaningful follow-up" (p.49). Accordingly, the use of a follow up system is necessary for the continuity of the knowledge and skills gained through the staff development. In line with this, Corcoran (1995) states that effective staff development processes "provide for sufficient time and follow-up support for teachers to master new content and strategies and to integrate them

into their practice" (p.3), which highlights the importance of follow-up in increasing the intended effect of staff development on teachers.

2.5. Evaluating Staff Development Processes

Recent increase in the number of staff development programs has heightened the need for well-designed evaluation of those programs (Killion, 2008). This becomes much more important when one considers that many evaluations of staff development have been ineffective (Guskey, 2000). Guskey (2000) states that there are three reasons why these evaluations have not achieved their purposes. In the first place, documentation of the staff development programs, that is, developing lists such as "brief descriptions of the topics presented, the names of the consultants employed, and the number of days involved" (Guskey, 2000, p.9) is regarded as evaluation. However, documentation cannot be regarded as an evaluation as it is not "related to value, effectiveness, or results" (Guskey, 2000, p.9). The next reason is that many evaluations are too shallow. In some evaluations, participants' attitudes and perceptions are investigated with an aim to evaluate the staff development program. However, this does not give in-depth information about what happens when teachers attend a staff development program, how their practices change, and most importantly, what kind of changes appear in students' learning as a result. The third reason decreasing the effectiveness of evaluations is that they are "too brief and extend over too short a time period" (Guskey, 2000, p.10). Accordingly, those evaluations do not provide sufficient information about the long term effects of the staff development programs.

Killion (2008) divides evaluation approaches into two categories: black-box evaluations and glass-box evaluations. How the black-box evaluations is conducted is displayed in Figure 2.1. Killion (2008) states that this type of evaluation focuses on the results of staff development instead of providing information about how the program was implemented and what were the underlying practices resulting in the stated outcomes. Furthermore, he points out that "black-box evaluations are not sensitive to unanticipated contextual or organizational factors that may influence results." (p.25).
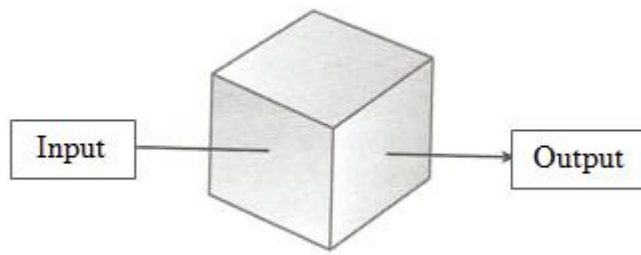
Figure 2.1. Black-box evaluation. From *Assessing Impact: Evaluating Staff Development*, (p.24), by J. Killion, 2008, Thousand Oaks, CA: Corwin Press.

Glass-box evaluation is different from the black-box evaluation in that it focuses on both the implementation and impact of the program by shedding light on the transformation processes. As seen in Figure 2.2, it focuses on the relation between actions and the related results. line with this, this model may provide an understanding of "any inconsistencies, problems, gaps, or redundancies that might interfere with the program's impact," which enables evaluators to be able to identify the areas to be improved (Killion, 2008, p.25).
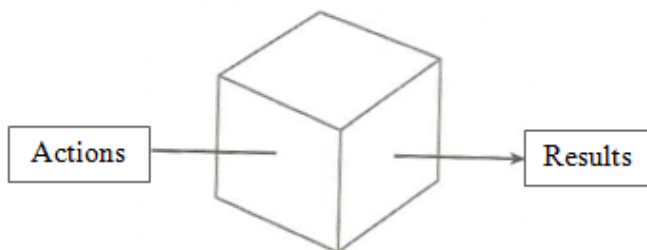
Figure 2.2. Glass-box evaluation. From *Assessing Impact: Evaluating Staff Development*, (p.25), by J. Killion, 2008, Thousand Oaks, CA: Corwin Press.

Guskey (2000) suggests a widely used model for evaluating staff development which seems to fit with the characteristics of the glass-box evaluations. The model entails five levels which are "hierarchically arranged from simple to more complex" (p.78). The first level entails the participants' reactions to the staff development program. Data on participants' reactions are usually collected through questionnaires administered at the end of the course or training event. The questionnaires mostly consist of a rating scale and some open ended

questions on the initial reactions of the participants to the staff development. Whether the participants liked the event, were involved in meaningful activities, or if the trainers had sufficient competencies could be some of the questions asked to gather data on participants' reactions to the program (Guskey, 2000).

The second level is participants' learning. Knowledge and skills gained through the staff development form the second level of the model. Unlike the first level, it is quite rare to measure the participants' learning through standardized questionnaires. Guskey (2000) says that "…specific criteria and indicators of successful learning must be outlined prior to the beginning of the professional development experience", considering the "unintended learnings" as well (p.83). Among the ways to assess participants' learning are the use of case studies, oral and written reflections, and simulations (Guskey, 2000).

Organization support and change is the third level of the staff development model. Organizational support plays a crucial role in initiating or encouraging change upon attending a staff development program. Accordingly, various tools such as analysis of the meeting minutes, questionnaires, and focus group interviews could be used to evaluate this level so that the data could be gathered on organizational support and the relevant data could be used "to inform future change initiatives" (Guskey, 2000, p.84).

The fourth level is assessing the participants' use of new knowledge and skills. How and to what extent the participants transform the knowledge and skills into their training practice forms the backbone of this level. Guskey (2000) regards the direct observations as the most accurate source of information while evaluating whether the participants transform the new knowledge and skills into their own work contexts. Among the other ways to evaluate this level are structured interviews, questionnaires, participants' reflections, and participants' portfolios (Guskey, 2000). However, Guskey further suggests:

> Measures of use must be made after sufficient time has passed to allow participants to adapt the new ideas and practices to their setting. Because implementation is often a gradual and uneven process, measures also may be necessary at several time intervals. (p.85)

Student learning outcomes is the last level of the model. The impact of the professional development on students' learning is investigated in this level. Guskey (2000) states that both the intended and unintended changes in students' learning need to be tracked to have an understanding of the professional development on students. Student records and structured interviews with teachers, students, and parents are among the data collection tools that enable the researchers to gather data on the impact of staff development on students, which is regarded as the main purpose of staff development.

2.6. Staff Development and Teacher Change

The notion of teacher change has been widely used in the literature of staff development. Clarke and Hollingsworth (1994) state that it is "open to multiple interpretations, and that each interpretation can be associated with a particular perspective on teacher professional development" (p.153). In line with this, they argue that there are six perspectives on teacher change which are not independent from each other. They summarize these perspectives in an article that they wrote eight years later as follows:

- Change as training—change is something that is done to teachers; that is, teachers are ''changed''.
- Change as adaptation—teachers ''change'' in response to something; they adapt their practices to changed conditions.
- Change as personal development—teachers ''seek to change'' in an attempt to improve their performance or develop additional skills or strategies.
- Change as local reform—teachers ''change something'' for reasons of personal growth.
- Change as systemic restructuring—teachers enact the ''change policies'' of the system.
- Change as growth or learning—teachers ''change inevitably through professional activity''; teachers are themselves learners who work in a learning community. (Clarke and Hollingsworth, 2002, as cited in Clarke and Hollingsworth, p.948).

Reflecting on the perspectives in a comparative manner, Clarke and Hollingsworth (2002) further assert that the perspective that fits best with the concept of staff development is the one which emphasizes change as growth or

learning. Similar to Clarke and Hollingsworth (2002), Richardson and Placier (2001) define teacher change as "learning, development, socialization, growth, improvement, implementation of something new or different, cognitive and affective change, and self-study" (p.905). This draws attention to multiple facets of staff development, and makes teacher change an expected component of any professional development activity

The relation between teacher change and staff development has been portrayed in various models of professional growth. "A model of teacher change" which was developed by Guskey in 1986 was one of the models that frequently appears in the staff development literature. As demonstrated in Figure 2.3., the model illustrates the relation among the change in teachers' classroom practices, student learning outcomes, and teachers' beliefs and attitudes as outcomes of staff development (Guskey, 2002). The model shows that "... significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning. These improvements typically result from changes teachers have made in their classroom practices..." (Guskey, 2002, p.383). Guskey's model of change has been criticized as it suggests a strictly linear relation among the outcomes of staff development (Clarke & Peter, as cited in Clarke and Hollingsworth, 2002, p.949).
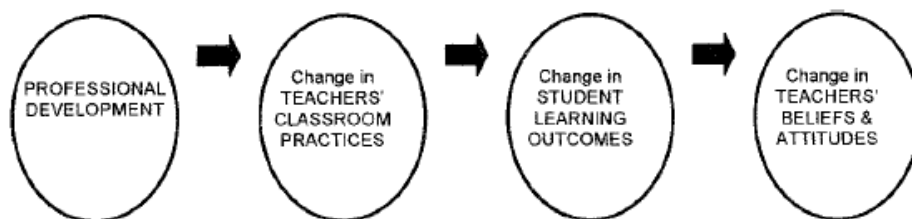
Figure 2.3. A model of teacher change. From "Professional Development and Teacher Change," by T. R. Guskey, 2002, *Teachers and Teaching: Theory and Practice, 8*(3/4), p.383.

"The interconnected model of professional growth" is another model representing how teachers change as a result of staff development. The model is presented in Figure 2.4. It was developed by Clarke and Peter in 1993, and then

25

modified by an international research group (Clarke and Hollingsworth, 2002). The model has four domains: (a) the personal domain, (b) the domain of practice, (c) the domain of consequence, and (d) the external domain. The personal domain includes knowledge, beliefs, and attitudes of teachers while the domain of practice refers to teachers' professional experimentation. The domain of consequence stands for the salient outcomes of staff development such as an increase in student motivation. The external domain consists of external sources of information or stimulus. Clarke and Hollingsworth (2002) assert that "... change occurs through the mediating processes of "reflection" and "enactment", in four distinct domains which encompass the teacher's world..." (p.950).
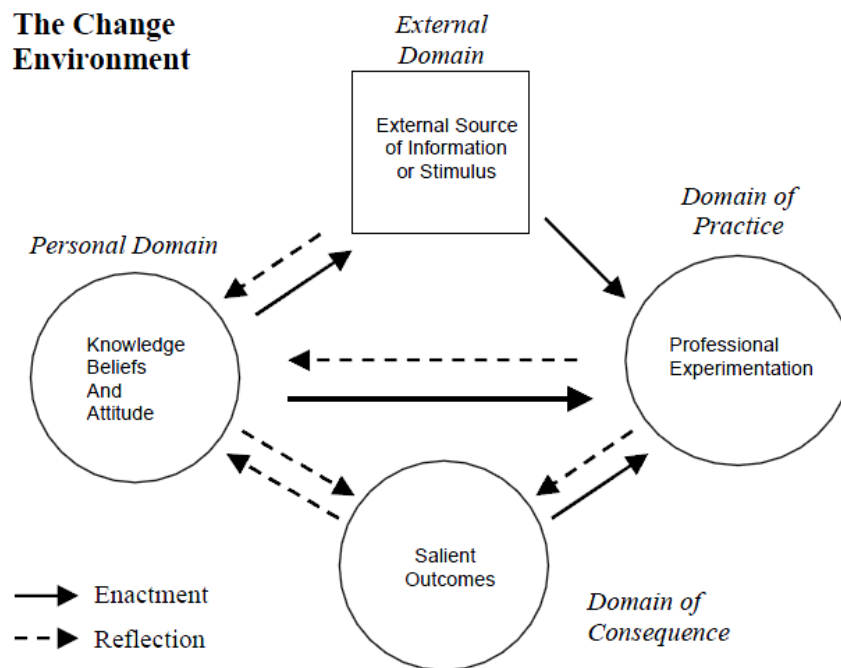
Figure 2.4. The interconnected model of professional growth. *Figure 2.3*. A model of teacher change. From "Elaborating a Model of Teacher Professional Growth," by D. J. Clarke and H. Hollingsworth, 2002, *Teaching and Teacher Education, 18*(8), p.951.

The model vividly describes how teacher change takes place. The domains have "multiple growth pathways" between each other through two "mediating

26

processes" what Clarke and Peter call "reflection" and "enactment". These two processes are also regarded as two "mechanisms by which change in one domain leads to change in another", which is taught to reveal how an individual teacher's growth shapes as a result of staff development (Clarke and Hollingsworth, 2002, p.950).

2.6.1. Factors Affecting Teacher Change

There are a number of factors that have an influence on the impact of staff development on teachers. Guskey and Sparks (1996) suggest three categories of factors: content characteristics, process variables, and context characteristics. Content characteristics are about the *what* of the staff development. It entails the content and practice of staff development. However, process variables focus on the how of the staff development such as the model selection or existence of a follow up. As for the context characteristics, Guskey and Sparks (1996) use the questions of who, when, where, and why of staff development with an aim to highlight that these factors determine the relation between staff development and teacher change.

Similar to Guskey and Sparks (1996), Smith et al. (2006) assert that multiple factors affect how and to what extent teachers change. They classify these factors into three categories: individual factors, professional development factors, and program and system factors. As the name implies, they define the individual factors as experience, motivation and background of the teachers. Professional development factors are different from the individual factors in that they focus on "the quality and amount of professional development" attended. When it comes to program and system factors, they are defined as "the structure of and support offered by the program adult education system, and professional development system in which they work, including teachers' working conditions" (Smith et al., 2006, p.12).

2.7. Categories of Knowledge Base

Developing the knowledge base of teachers is one of the central components of successful staff development processes. A growing body of

literature has investigated the relation between staff development and changes in the knowledge base of the teachers. These studies mostly base their arguments on Shulman's (1986; 1987) classification of the knowledge. Shulman (1987) suggests seven categories of knowledge, each focusing on a different area of education: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values, and their philosophical and historical grounds (p.8).

In another article, Shulman (1986) focuses on three major categories of the knowledge base and expands on them: subject matter knowledge, curricular knowledge, and pedagogical content knowledge. He defines subject matter content knowledge as "the amount and organization of knowledge per se in the mind of the teacher" (p.9). Speaking of the curricular knowledge, he defines curricular knowledge as "the knowledge of alternative curriculum materials for a given subject or topic within a grade" (p.10) and asserts that mature teachers hold that kind of knowledge. Moreover, he highlights the lateral and vertical focus of curricular knowledge, stating that the former is the familiarity with the "curriculum materials under study by his or her students in other subjects they are studying at the same time" (p.10). Here, a teacher having curricular knowledge is expected to "relate the content of a given course or lesson to topics or issues being discussed simultaneously in other classes" (p.10). On the other hand, vertical curriculum knowledge is about teacher's "familiarity with the topics and issues that have been and will be taught in the same subject area during the preceding and later years in school, and the materials that embody them" (10).

Pedagogical content knowledge (PCK) is the last category Shulman (1986) offers in this article. He states that PCK "goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge *for teaching*", highlighting "teachability" of the content (p.9). Moreover, he (1987) extends the definition of PCK by stating that "it represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction" (p.8). This is further supported by Abell

28

(2008) who asserts that "PCK is not merely the amount of knowledge in a number of component categories, it is also about the quality of that knowledge and how it is put into action" (p.1410). Accordingly, PCK includes the use of various strategies and representations to deliver content.

PCK is also one of the terms which frequently appears in the staff development literature. Rodrigues, Marks and Steel (2003) regards the development of PCK as a requisite of staff development. Similarly, Abell (2008) states that PCK develops over time, and professional development has a role in this. However, tracking the changes in PCK is not an easy task, and requires the understanding of "the critical moments when teachers might display shifts in PCK" (Abell, 2008, p.1409). It is important to note that PCK "also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons" (1986, p.9). In line with this, according to Shulman (1986), teachers need to develop some strategies to reorganize the preconceptions the learners hold.

2.8. Staff Development and Student Learning

The research in staff development reveals that students are considered the ones who are likely to benefit from staff development most. In fact, there is a potential relation between staff development and student achievement, which means that if teachers apply what they have learned into their instructional practices, an increase in students' learning could be observed (Darling-Hammond & Bransford, 2005; Fitchman-Dana & Yendol-Hoppey, 2008; Flecknoe, 2000; Guskey, 2000; Joyce & Shower, 2002). The relation between staff development and teacher change is frequently emphasized in the definitions of staff development and teacher change as well. To illustrate, in a definition offered by Richardson and Placier (2001), it says that "Change is often assumed to lead to better teaching or teachers and, although the relation is often not drawn, to a better education for students" (p.905). In the same vein, Guskey (2000) maintains that "teacher knowledge and practices are the most immediate and most significant outcomes of any professional development effort. They also are the primary factor

influencing the relationship between professional development and improvements in student learning" (p.75). Overall, it is seen that there is a positive relationship between staff development and students learning, which means that if the teachers improve themselves and their teaching practices as a result of staff development, they could provide better learning opportunities to the students.

2.9. Staff Development in ELT in Turkey

There has been an increasing interest in training English teachers all around the world (Wallace, 1991; Waters, 2006; Williams, 1994) due to the "international nature of the discipline of ELT" (Williams, 1994, p.214) and the increase in the number of English teachers (Wallace, 1991; Williams, 1994). Staff development in ELT has especially gained more momentum in settings where English is taught as a foreign language (Williams, 1994).

Turkey is one of the countries where English is taught as a foreign language. The need for staff development in Turkey has been heightened by the educational reform movement apart from the increasing interest in learning English. English teachers are required to attend staff development programs according to the National Education Principal Law No. 1739 (Milli Eğitim Temel Kanunu, 1973) and the Civil Servants' Law No. 657 (Devlet Memurları Kanunu, 1965). In-service teacher training in Turkey is offered by the in-service Training Department of the Ministry of National Education. This department is in charge of planning in-service training programs for public primary and secondary school teachers. It holds the responsibility for determining the location for the expected training and participants, as well as the teacher trainers who will train practicing teachers (MoNE, 1994). The Board of Education collaborates with the INSET Department in certain cases with an aim to provide quality staff development programs which are linked to the national curriculum. Although the training events are mostly conducted at the national level, Provincial Directorates of National Education have a right to plan in-service training programs based on the needs they have identified (MoNE, 1994).

The form and type of the INSET events provided to English teachers display variation based on the status of the schools at which the teachers work.

Private primary and secondary schools mostly conduct their own INSET events. However, the MoNE provides staff development opportunities for public primary and secondary school English teachers. It collaborates with universities and professional institutions to enhance the competencies of English teachers and increase the quality of language teaching. There are a number of universities contributing to the delivery of the INSET programs to English teachers through providing expertise and trainers. Özer (2004) states that "the increased cooperation between the Ministry of National Education and the universities has resulted in an increase in the variety, number and quality of in-service training programs" (p.92). Among the institutions which have been actively engaged in MoNE based staff development events are INGED, that is, the English Language Teachers' Association in Turkey, the British Council and the English Language Office of the American Embassy.

2.10. Research on Staff Development

The analysis of the literature on staff development reveals that a number of studies has been conducted on staff development programs and teacher change in ELT. However, although there are many international studies investigating the effectiveness of ELT staff development programs, the number of these studies is quite limited in Turkey. Moreover, there has been no comprehensive study investigating the relation between teacher change and staff development programs designed through the cascade model in Turkey. The studies conducted on staff development in ELT in Turkey were generally carried out at a university setting (e.g., Türkay-Altınkamış, 2000; Daloğlu, 1996; Önkol, 2011; Özen, 1997; Şahin, 2006; Şan, 1998). The ones conducted at K-12 level are quite limited, and they either investigated the needs of the teachers regarding staff development (e.g., Karaca, 1999; Kayhan, 1999; Mısırlı, 2011) or evaluated the effectiveness of the staff development programs (e.g. Ünal, 2011).

In this respect, this section begins with a representative number of international studies focusing on cascading in ELT, studies carried out to investigate the relation between staff development and teacher change, and national studies conducted in Turkey on the staff development programs held by

the MoNE in the order as they appear here. As the number of the national studies on staff development in ELT is limited, the representative studies which have been conducted to investigate the staff development programs held for all primary school teachers by the MoNE have also been included. Moreover, it is important to note that the national studies have been selected from those which were conducted after the translation of the educational reform into the curriculum to provide insights into the current staff development practices.

To begin with, Bax (2002) conducted a study on the social and cultural dimensions of trainer training, and investigated the first stage of the cascade training, namely, trainer training. In his study, two ELT projects, EASL (English at Secondary Level) and PETRA (Primary Teaching in Rural Areas), held in South Africa through the cascade training model were analyzed in terms of their effectiveness. In both projects, a group of teachers went to Britain to receive training on ELT. Then, they came back to South Africa, and were expected to train their colleagues through at least one workshop. As for the EASL project, the results indicated that although it served its purposes and the official evaluations of the project were extremely good, the trainer training stage was not found quite effective. The main reason was that the teacher trainers were unwilling to give workshops. The trainers' lack of confidence and sufficient knowledge in the field and misunderstanding of the information delivered in their trainings were found to have a negative impact on their reluctance to hold workshops as well as on the effectiveness of the workshops they held. This was found to be resulted from not including social and cultural dimensions of training in trainers' education. Bax highlighted the importance of focusing on the social and cultural aspects of training in trainer training programs through giving the PETRA project as an example. The PETRA project was different than the EASL project in that it provided the trainer candidates with not only the methods and techniques in ELT but also the social and cultural aspects of teacher training, which was found to be effective.

O'Donahue (2010) carried out a study on an ELT staff development project adapting the cascade training model in the Tamil. The project was held in two steps in collaboration with Unicef, Sarva Shiksha Abhiyan and the British

Council. Its major purposes were to develop confidence of English teachers to use taget language in class, encourage them to use activity based and learner centered methodologies, and enable them to create communicative learning environments for the students. The project included a follow-up component, and the data were collected through interviews, classroom observations, and questionnaires. The results indicated that the project had a significant impact on the L2 use in class, and initiated teacher change. It was found that the teachers had increased confidence in using L2 and integrating various activities in their instructional practices. In addition, the results suggested that the use of classroom observations and feedback strengthened the sustainability of the project.

Hong (2012) carried out a study to evaluate a primary school ELT project called PETT in China. The project was conducted between the years of 2001 and 2005. Its aim was to enable the primary school English teachers to employ a learner-centered method in class and make use of communicative activities. The cascade model was employed, and 102 local trainers were trained in two stages. The first training was provided by Guangdong Teachers College of Foreign Languages and Arts (GTCFLA) while some of the trainers received the second training at the University of Leeds. Upon the completion of the trainings, the trainers were grouped under three levels. The first level included the trainers who had trainings at the University of the Leeds. The second group trainers were the local level trainers who had training both at GTCFLA and the University of Leeds, and the third group was the local teachers who had training provided by GTCFLA. In line with this, the role of the teacher trainers changed as well. The first group held trainings to train the second group of trainers. Moreover, they had a role in supervising and evaluating the trainings. The second group trained the third level trainers and designed the training packages to be used. The last group worked as assistants and trainers during the cascading process. At the end, the trainers cascaded the training to 4800 primary school English teachers at a local level. The medium of instruction of the trainings changed from city to city. The trainers used English in the cities that the teachers had high English ability. However, Chinese was mostly used to train the teachers who had lower level of

English ability and who were not English specialist. The results indicated that the project met its determined purpose and cascading worked efficiently.

Patel (2012) conducted a case study of a project called ETeMS (English for Teaching of Mathematics and Science) which aimed to enable the Mathematics and Science teachers to use English as a medium of instruction in their classes. A policy change regarding the use of English in class accelerated the implementation of the project although there was no careful planning made prior to commencing the project. The cascade training was used, and the local trainers were trained to cascade the staff development program through two interactive phases. The teachers attending the training varied according to their ages, which meant that there were teachers who were about to retire and those who had already graduated from the university. The results indicated although more than 50.000 mathematics and science teachers were cascaded the trainings, the project did not achieve its objectives due to a lack of planning. Moreover, the integration of information and computing technology into implementation simultaneously with the change in the medium of instruction decreased the effectiveness of the trainings as well. The findings further revealed that change should take place gradually, and one initiative should be introduced at a time.

Smith et al. (2006) conducted a study to find out how adult education teachers including those who taught English as a second language changed upon attending one of the following staff development programs: multisession workshop, mentor teacher group, and practitioner research group. It also examined the effects of the individual, professional development, and program and system factors on the change process of the teachers. A total of 106 men and women were involved in the study. The participants received up to 18 hours of training in one of the three staff development options stated above. The results indicated that model of the training did not play a significant role in teachers' change process though there were some pattern related differences. The results also revealed that most teachers changed as a result of staff development though the amount of the change differed in each individual. Moreover, it was found that the most change took place in the actual classroom practices of the teachers.

The findings further revealed the teachers had experienced change in three ways: "(a) no change, (b) nonintegrated change (thinking or acting changes), and (c) integrated change" (Smith et al., p.13). Most of the teachers displayed nonintegrated change in their thinking. Parallel with this, it was found that the individual, professional development, and system related factors had an impact on teachers' change processes. As of individual factors, motivation level of the teachers, years of teaching experience, and level of education played a role in the change process. Among the professional factors that had an effect on teacher change was the quality and quantity of the staff development programs the teachers had attended. Finally, within the impact of the program and system factors, it was found that the teachers' access to benefits had an effect on the level of impact of staff development.

Waters and Vilches (2008) conducted a meta-analysis study to investigate how the new Philippines Basic Education Curriculum was implemented at the classroom level. The new curriculum was initiated with an aim to increase student learning and provide them more learning opportunities through integrating a learner centered approach to curriculum. The results indicated that the design of the curriculum was not compatible with the teaching situations, and most importantly, the teachers did not develop sufficient awareness on how to transfer the curriculum into practice. This was found to be resulted from lack of staff development opportunities provided to the teachers. In addition, the results indicated that lack of sufficient staff development opportunities and drawbacks encountered during the implementation were closely related to the provision of the financial constraints apart from the tension between the implementation and policy related decisions.

Borg (2011) carried out a longitudinal qualitative study to investigate the impact of an eight-week staff development program, a DELTA course, on the beliefs of six English teachers. The course was delivered in 120 contact hours, and the teachers also taught English to adults in 10 hours. Half of these teaching sessions were observed and graded. Six semi-structured interviews were conducted with each teacher to gather information about the impact of the seminar on their beliefs. Two of these interviews were held face to face in the training

venue while the others were conducted as phone interviews. Apart from the interviews, Borg used the coursework each teacher completed within the DELTA course such as reflective writing and lesson plans to complement the interview findings. The findings revealed that the DELTA contributed to teachers especially through the practice sessions where they taught 10 hours of English and received feedback for half of these hours. The results further indicated that three teachers developed awareness on their existing beliefs, and articulated these beliefs. Two teachers developed new beliefs regarding their classroom practices, and one teacher developed the ability to express her beliefs as well. Overall, it was found out that the DELTA course strengthened the beliefs of some teachers while initiating new beliefs in others.

One other study assessing the impact of in-service teacher training was conducted in a Bangladeshi setting in 1998 (Khan, 2002). The study investigated the impact of an INSET program called "English Language Teaching Improvement Project (ELTIP)" which was initiated to enable secondary school English teachers in Bangladesh to adapt to the new national curriculum, and thus to increase the quality of English language Teaching. The ELTIP consisted of two phases. The first phase called the initial sandwich course took 15 days and participants were exposed to supervised teaching practice in their home schools, as well. The second phase was considered the implementation phase and lasted for seven months. The materials used during the program focused on "(a) basic principles about learning"; (b) classroom knowledge and skills; (c) preparation of activation stage and beyond; (d) self study and reflection" (Khan, 2002, p. 36). In line with the ELTIP, an impact assessment system (IAS) was initiated to find out the impact of the program on teachers' classroom practices as well as their beliefs and attitudes about the teaching and learning process. Data were collected from teachers, teacher trainers and students through structured interviews, focus group discussions and classroom observations. The results of the study indicated that ELTIP had a positive impact on the teachers. They believed that the program created a sharing environment where they could meet their colleagues and interact with them. One other important finding was that they started to use the target language significantly more in their classes as a result of the program.

36

Odabaşı-Çimer, Çakır and Çimer (2010) carried out a study to investigate the views of the primary and secondary school teachers regarding the effectiveness of in-service courses held by the MoNe on the new curricula in Turkey. The data were collected from 20 primary and 18 secondary school teachers through semi-structured interviews. The results of the study indicated that the INSET courses were ineffective for a few reasons. Firstly, there was no needs assessment conducted to investigate the needs of the teachers. Secondly, the content provision was at a shallow level and the focus was on theory rather than practice in the sessions. Accordingly, the teachers were not actively involved in the sessions. Moreover, the seminar was evaluated through a questionnaire administered in the last session and no follow-up was integrated to the evaluation of the seminars.

Kenan and Özmen (2010) investigated the opinions of 216 primary school teachers from eight schools in Trabzon about the staff development programs organized by the MoNE to introduce the new curriculum. They adapted a Likert type questionnaire which was developed by Ayaş et al. (as cited in Kenan & Özmen, 2010, p.1). The results indicated that although the teachers appreciated the curriculum reform and expressed a need to improve themselves, they did not find the in-service teacher education programs efficient in terms of updating them about the new curriculum. Furthermore, the findings revealed that no needs assessment was conducted prior to the seminars, and teachers' needs and interests were not taken into consideration respectively, which caused an empasis on theory rather than practice in the delivery of the training.

Güçeri (2005) conducted a qualitative study to find out the impact of an in-service training course organized for the English teachers on the change agentry role of teachers and their contributions to school improvement. She held two semi-structured interviews with 19 English teachers attending in-service training programs provided by the Ministry of National Education. Moreover, she interviewed 38 peers of these teachers and 10 principals to better understand the change process. The results indicated that teachers who worked in a democratic environment could apply what they had learned into their own teaching practice while those working at a rigid environment could not transfer knowledge into

their classroom practices due to the constraints. In line with this, the findings further revealed that school environment had an impact on the change process of the teachers.

Ünal (2010) carried out a study to evaluate the effectiveness of staff development programs held by the MoNE. The data were collected from 150 English teachers and 50 school administrators in Adana through a questionnaire. In addition, 20 teachers were interviewed to get their ideas about the staff development programs they attended. The results revealed that no needs assessment was done, and the teachers' needs and expectations were not established. In addition, it was found that the teachers did not want to attend a staff development program when it was held during the school year. Instead, they preferred a program which could be organized during the summer holiday. As for the implementation of the knowledge and skills into classroom practices, the teachers stated that they found it quite difficult to ensure seminar sustainability due to the overcrowded classrooms, preparations for SBS, and worries regarding to cover the course books before the term ended. Apart from this, the study indicated four areas where further research could be organized. These are computer based language teaching, education programs abroad, speaking, and using drama in foreign language teaching.

Küçüksüleymanoğlu (2006) carried out a study to investigate the staff development programs held by the MoNE for the English teachers between the years of 1998 and 2005. She aimed to find out the number of INSET activities conducted between these years and the views of the teachers and teacher trainers regarding the programs organized by the MoNE. She collected data from 150 English teachers who attended the INSET seminars organized by the MoNE between 2003 and 2005 through a self developed questionnaire. Moreover, she interviewed five teacher trainers who were in charge of delivering the INSET seminars. The results of the study revealed that out of 3201 staff development programs held by the MoNE between the years of 1998 and 2005, 122 were organized for the English teachers, which was found insufficient. The study also provided insights on how the courses were developed and implemented. The results indicated that no needs assessment was conducted prior to commencing

these programs. It was further found that the curricula of the courses were determined by the MoNE, and were quite similar to each other between the stated years. However, it was also noted that the type of the schools the teachers worked and their academic backgrounds caused some difficulties regarding the methodology and content provision of the INSET programs.

The study also revealed that the teachers did not want to participate in the staff development programs as the classes were quite crowded. Moreover, the interviews conducted with the teacher trainers revealed that lecturing was employed as the main way of the session delivery in the INSET activities, and the content was covered through the use of question-answer technique. As for applying the knowledge and the skills into practice, it was found that the teachers could not transfer the new knowledge and skills into practice as they were not given information on how they could use the input effectively. The results also indicated that there was no evaluation component of the seminars, which was stated to be an ineffective practice. The results further revealed that the INSET seminars enabled the teachers to share their experience and knowledge during the seminars, which was regarded as a positive contribution of the seminar to the teachers.

Mısırlı (2011) carried out a study to find out the staff development needs of the primary school English teachers. 97 primary school teachers who worked in Adapazarı, Sakarya were involved in the study. The data were collected through a questionnaire which included three sections, namely, English competency needs, ELT needs, and ideas for INSET opportunities. The study revealed that the teachers needed to develop their speaking skills and vocabulary competence. It was also revealed that the teachers preferred mostly reading in class as they found the productive skills, speaking and writing, and listening challenging to teach. The teachers' needs regarding the INSET seminars also emerged in the study. The findings indicated that staff development programs should not be organized during the school period. Moreover, it was found that the teachers wanted to make use of various models of staff development such as e-training and one-shot workshops. It was also found that collaborations could be made with the organizations like English Language Teachers' Association in Turkey (INGED),

and native speakers could take a role in the staff development programs as teaher trainers.

2.11. Summary

The review of literature started with the definitions of staff development. These definitions were briefly presented in a comparative manner to reveal that there was a highlighted relation between staff development and teacher change. The next point was the presentation of the staff development models. Although staff development is a vast area and entails a number of models, some commonly preferred models were presented considering different classifications made. Then, the cascade training model which forms the backbone of this study was presented with its benefits and shortcomings. It was stressed that the cascade training model was widely used to conduct large scale trainings in a short time. However, it was also noted that the cascade training model held some important weaknesses such as inefficiency in value transformation to the lower generations.

What makes a staff development program effective or ineffective was one other point presented with particular reference to the principles developed by the well-known authors in the field. In line with this, a set of four effective staff development principles which were drawn from the literature was discussed: (a) needs assessment, (b) content selection, (c) participant-based method, and (d) establishing a follow-up system. Upon the presentation of these themes, the question of how to evaluate a staff development program was answered. The aim, here, was to show that evaluations should be thorough and comprehensive.

Then, the relation between staff development and teacher change was briefly portrayed through the use of two models that frequently appears in the staff development and teacher change literature, namely, Guskey's "a model of teacher change" (2002), and Clarke and Peter's (2006) "the interconnected model of professional growth". In line with this, two sets of factors that affecting teacher change were presented with an aim to show that teacher change was a complex process, and it influences and is influenced by various factors. After that, the categories of the knowledge base were presented with particular reference to the pedagogical content knowledge as it was regarded as an expected outcome of staff

development programs. The relation between staff development and student learning was the next point that was presented. It was aimed to show that those who benefited from effective staff development more were expected to be the students.

The review concluded with the studies in the literature of staff development through the cascade model, impact of staff development on teacher change, and the studies conducted in Turkey about the staff development programs held by the MoNE for the English teachers in specific or the all primary school teachers in general. These studies reveal that:

1. The cascade training model is widely used in training English teachers.
2. The success of the cascade training models is dependent on well planning, integrating social and cultural dimensions to the trainings, use of a learner-centered method, and introducing one initiative at a time.
3. Ineffective use of the cascade training model results in a lack of teacher trainer competencies, unmotivated trainers who feel unsecure to give presentations, and most importantly, loss in content of trainings through the layers.
4. Staff development programs have an impact on teachers' instructional practices and thinking, and the teacher change is influenced by factors apart from the staff development as well.
5. The staff development programs held by the MoNE for English teachers tend to hold problems with needs assessment, careful planning, effective delivery, and most importantly follow up.

All things considered, the review of literature has revealed that there is a need to investigate the effective and ineffective staff development processes to increase the impact of staff development on English teachers and their actual classroom practices, which in turn is expected to improve student learning. This need is more evident in staff development programs which adopt the cascade training model as the connection among the different layers of cascading needs to be explored. In line with this, this study is expected to bridge the gap in the

literature regarding the link between staff development and its impact on English teachers.

CHAPTER III

METHOD

There is no burden of proof. There is only the world to experience and understand. Shed the burden of proof to lighten the load for the journey of experience (From Halcolm' Laws of Inquiry, as cited in Patton, 2002, p.2).

This chapter presents the methodological framework employed in the study. It begins with a description of the overall research design of the study and continues with the method used with particular emphasis on its relevance to the purpose of the study. After the presentation of the method of the study, it describes the sampling strategies employed to recruit the participants. Then, it explains how the data collection instruments were developed, which is followed by data collection and analysis procedures. The chapter concludes by addressing trustworthiness as well as the limitations of the study taking the nature of qualitative research into consideration.

3.1. Overall Research Design

The aim of this study was to investigate the impact of the local INSET seminars organized for English teachers by the MoNE on teachers and their actual teaching practices. Accordingly, the study addressed the following research questions by focusing on the dimensions of planning, implementation, evaluation, and impact of the local INSET seminars held for the English teachers working for the MoNE. The research questions on planning, implementation and evaluation were investigated in detail to establish the connection between these three aspects to the research question on impact.

RQ1: How are the in-service teacher education programs for English teachers by the MoNE planned?

RQ2: How are the in-service teacher education programs for English teachers by the MoNE implemented?

RQ3: How are the in-service teacher education programs for English teachers by the MoNE evaluated?

RQ4: What impact does in-service education have on English teachers and their teaching practices?

    4.1. What types of in-service teacher education practices lead to better performance for teachers and students?

    4.2. What types of in-service teacher education practices are less effective in improving the performance of teachers and students?

    4.3. What differences are there among teachers in implementing the learning experiences they gained in in-service teacher education?

With an aim to answer the aforementioned research questions, a qualitative research methodology was employed in this study. Denzin and Lincoln (2003) define the qualitative research as "a field of inquiry in its own right" (p.3) and state that "The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency" (p.13). One of the reasons that the researcher conducted a pure qualitative study lies behind the need to focus on entities, meanings, and processes of the local INSETs seminar held for the English teachers as Denzin and Lincoln put forward.

Getting an in-depth understanding of the INSET seminar was of paramount importance in the current study as well. Creswell (2011) describes one of the characteristics of qualitative research as "exploring a problem and developing a detailed understanding of a central phenomenon" (p.16). In line with this, one other reason why the researcher chose the path of qualitative inquiry was that the research questions addressed in this study necessitated an in-depth

understanding of the context, content, and the impact of the INSET held for the English teachers and this could be achieved only through utilizing qualitative data collection methods. As Patton (1987) suggests, "Qualitative methods permit the evaluator to study selected issues, cases, or events in depth and detail; the fact that data collection is not constrained by predetermined categories of analysis contributes to the depth and detail of qualitative data" (p.9). With this in mind, the researcher attempted to focus on four major dimensions of in-service teacher training programs, namely, planning, implementation, evaluation, and continuation (impact) from a qualitative perspective, though the focus of the study was mostly on the impact of the INSET seminars on teachers and their teaching practices as it was difficult to track the impact of the seminar without an in-depth understanding of the previous dimensions. In line with this, the study was conducted in two phases. The first phase of the study focused on the planning, implementation, and evaluation aspects of the seminar while the second phase of the study focused on the impact of the seminar. Within the tradition of the qualitative research design, a case study was employed as the overall design of the study to answer the first three research questions. Moreover, a multiple case study was specifically used to answer the fourth research question, which will be explained in detail next.

3.2. Qualitative Case Study

A qualitative case study was employed in the study with an aim to investigate the INSET seminar organized for the English teachers in terms of its planning, implementation, and evaluation phases. Moreover, in line with this, a multiple case study was used to track the impact of the seminar on teachers and their actual classroom practices over time.

Different authors have defined the case in similar ways. To begin with, Creswell (2011) states that "The 'case' may be a single individual, several individuals separately or in a group, a program, events, or activities (e.g., a teacher, several teachers, or the implementation of a new math program)" (p.465). Likewise, Patton (1987) states that "A case can be a person, an event, a program, a time period, a critical incident, or a community" (p.19). These definitions focus on

the notion of a single case study. Multiple case studies are the extension of single case studies, and as Bogdan and Biklen (1998) state, "When researchers study two or more subjects, settings, or depositories of data," they employ multiple case studies (p.62). In this study, the INSET seminar organized for the English teachers by the MoNE in the Meram District of Konya constituted the case of this study whereas ten English teachers who attended that local INSET seminar constituted the multiple cases of this study, each teacher being a single case.

The adoption of a case study as the overall design of the study and a multiple case study to track the impact of the seminar seemed to be a good fit with the nature of this study in a variety of ways. To begin with, Yin (1994) states that "In general, case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life contexts" (p.1). This study matches the aforementioned conditions of the case study strategy in terms of the type of the research questions addressed, lack of control of the researcher on the training event as well as the actual teaching practices of the teachers, and the focus on real teaching contexts as a follow-up of the training event. In the same vein, Creswell (2007) states that "A case study is a good approach when the inquirer has clearly identifiable cases with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases" (p.74). This is further supported by the idea that case studies "catch unique features that may otherwise be lost in larger scale data (e.g. surveys); these unique features might hold the key to understanding the situation" (Cohen, Manion & Morrison, 2007, p.256). With regard to this, the researcher aimed at developing an in-depth understanding of the INSET seminar for the individual cases as well as focusing on the cross analysis of the cases in terms of the impact of the training event. In the same manner with the previous authors, Patton (1987) highlights the importance of the uniqueness that characterizes the case studies by stating that "Case studies are particularly valuable when the evaluation aims to capture individual differences or unique variations from one program setting to another, or from one program experience to another" (p.19). Accordingly, ten English teachers who were involved in the impact phase of the study were expected to

display various levels of impact based on their individual differences while contributing to the general traits of impact on teachers' practices in terms of the similarities that they brought to the process.

The selection of a multiple case study also allowed the researcher to make use of the replication logic of qualitative studies. Herriott and Firestone (as cited in Yin, 1994) state that "The evidence from multiple cases is often considered more compelling, and the overall study is therefore regarded as being more robust" (p.45). In the same vein, Yin (1994) claims that replication should be taken into consideration in multiple case studies and states that:

> The logic underlying the use of multiple-case studies is the same. Each case must be carefully selected so that it either (a) predicts similar results (*a literal replication*) or (b) produces contrasting results but for predictable reasons (*a theoretical replication*) (p.46).

However, he also states that replication logic should not be confused with the sampling logic used in surveys as for the latter "a number of respondents (or subjects) are assumed to 'represent' a larger pool of respondents (or subjects), so that data from a smaller number of persons are assumed to represent the data they might have been collected from the entire pool" (p.47). Likewise, Cohen, Manion, and Morrison (2007) state that case studies "provide insights into other, similar situations and cases, thereby assisting interpretation of other similar cases" (p.256).

All things considered, it was decided that the best method which matched the overall purpose and nature of this study was qualitative case study while a multiple case study was still employed to better answer the research question on impact. Accordingly, the INSET seminar observed by the researcher constituted the case of the study while ten English teachers formed the multiple cases of this study.

3.3. Sampling

Sampling constitutes the backbone of any study. Morrison (as cited in Cohen, Manion, and Morrison, 2007) state that "The quality of a piece of research

stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted" (p.100), which emphasizes the utmost importance of sampling in any study.

As mentioned previously in this chapter, this study is qualitative in nature. It is important to note the difference between sampling in qualitative and quantitative research designs prior to discussing the sampling strategy employed in this study in line with the methodological standpoint of the study. Patton (1987) differentiated between the sampling strategies employed in two research traditions as the following:

> The logic of purposeful sampling in qualitative methods is quite different from the logic of probabilistic sampling in statistics. The power of statistical sampling depends on selecting a truly random and representative sample which will permit confident generalization from the sample to larger population. The power of purposeful sampling lies in selecting information-rich cases for study in-depth (p. 51-52).

Patton (1987) draws attention to the selection of information-rich cases to have an in-depth understanding of the notion being studied which also constitutes one of the dimensions used by the researcher to recruit the participants of this study. In his introduction to purposeful sampling, this view is supported by Creswell (2011) who maintains "In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p.206). In line with the paradigm of qualitative research design, purposeful sampling was employed in this study, and participants who were thought to contribute to the study in terms of providing the researcher with an in-depth understanding of the context, content, and impact of the local INSET seminar by answering the research questions were involved in the study.

There are various purposeful sampling strategies (Creswell, 2011; Cohen, Manion & Morrison, 2007; Patton, 1987; Patton, 2002; Yıldırım & Şimşek, 2006) and "researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought" as Cohen, Manion, and Morrison (2007, pp.114-115) state within

the framework of their views about purposeful sampling. In this study, the researcher employed two levels of sampling making use of various sampling strategies as demonstrated in Figure 3.1.

Level I	Selection of the INSET seminar	Criterion Sampling ↓ Convenience sampling
Level II	Selection of English teachers	Criterion sampling ↓ Maximum variation sampling
	Selection of teacher trainers	Criterion sampling ↓ Maximum variation sampling
	Selection of faculty members	Criterion sampling
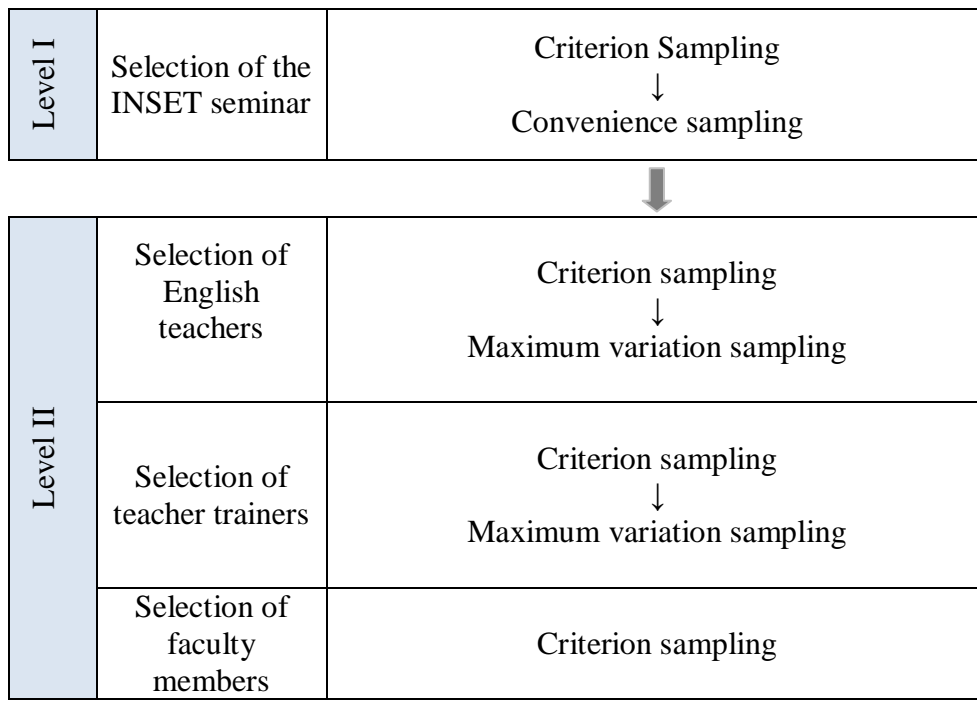
Figure 3.1. Sampling levels of the study.

The first level of sampling entails the selection of the INSET seminar which would be exposed to full investigation in terms of its planning, implementation, evaluation, and impact dimensions. Criterion sampling was employed in the first level of sampling to select the case of the study. The researcher chose a widely held INSET seminar entitled "English Language Curricula, Methods, and Techniques," which constituted the first level of sampling. As noted earlier, this seminar started to be organized for English teachers at a local level in cities all around Turkey in 2010 by the MoNE, and has continued to be organized since then. The criteria for the selection of this seminar were as follows: (1) the seminar addressed all English teachers working for the MoNE all around Turkey, and (2) it was initiated after the curricula reform in Turkey, making it an updating and informing tool for English teachers. Upon the decision of the local INSET seminar, the researcher chose the city where she

49

would carry out her study. Although the researcher was based in Ankara, as there was no local INSET seminar organized for the English teachers working in Ankara at that time, she chose the local INSET seminar to be organized in Konya as it was the nearest location to Ankara considering the observation of the INSET seminar, follow-up interviews and classroom observations to be held in Konya later.

The second level of sampling focuses on the selection of the multiple cases of this study, namely, the English teachers as well as the selection of teacher trainers and faculty members. 10 English teachers, eight teacher trainers and three faculty members constituted the sample of the study, which will be explained next with particular reference to the purposeful sampling strategy used to select these participants as well as the rationale for the sampling strategy employed.

3.3.1. Selection of English Teachers

10 English teachers who attended the INSET seminar in the Meram district of Konya constituted the multiple cases of the study. Criterion and maximum variation sampling strategies were employed while selecting the English teachers who would be involved in the impact phase of the study. The initial criteria for teacher participation to the study were attendance to the INSET seminar observed by the researcher and working at the primary school level. Thus, all primary school teachers who attended the INSET seminar were eligible to get involved in the study as the data sources. The next step in teacher selection was done using maximum variation sampling. Creswell (2011) defines maximum variation sampling "as a purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait (e.g., different age groups)" (pp.207-208). Likewise, Patton (1987) emphasizes the logic applied in the maximum variation sampling as following: "...Any common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared aspects or impacts of a program" (p.53). The researcher chose the English teachers based on (a) whether they were in the session observed by the researcher, (b) socioeconomic statue of

the school where they worked (c) proximity of their school locations to the center of Konya, (d) the year of teaching experience, and (e) their gender.

Ten English teachers participated in the study. Those teachers varied according to a number of different factors. As seen in Table 3.1., of the 10 teachers, six were female, and four were male. As for the educational background of the teachers, eight had a BA in English Language Teaching (ELT) while two others were the graduates of English Language Literature (ELL). The teachers who were the graduates of ELT differed according to the teacher education programs they attended. Two teachers graduated from the Open Education Faculty while the other six were the graduates of the education faculties. As for the teaching experience of the teachers, it ranged from 2.5 years to 23 years. The total number of the schools where the teachers worked was 11 as one of the teachers worked in two schools. Of these 11 schools, six were inner-city schools, three were village schools, and two were suburban schools. When it comes to the socioeconomic status (SES) of the schools, SES was determined based on the perceptions of the teachers about the SES of the school they worked in. Moreover, information on the schools provided on their websites was analyzed to complement what the teachers said about the SES of the schools. In line with this, of the 11 schools, four had low, three had low to medium, two had high, and one had medium to high SES.

As for the grades the teachers taught, the teachers taught at least two different grades, and the average class size ranged from 17 to 45. The number of the English teachers in the schools of the teachers also showed variation. As seen in Table 3.1, only one teacher was the only English teacher in her school. The other teachers had at least one English colleague in their schools. The teachers were asked about the level of collaboration among their colleagues at school. The level of collaboration was classified as low, medium and high based on the answers of the teachers to the related question. As for the level of the collaboration among their English colleagues, of the nine teachers, three had low, three had medium, and three had a high level of collaboration with their colleagues.

51

Table 3.1

Characteristics of the English Teachers

Pseudonyms for teachers	Gender	Educational Background (BA)	Teaching Experience (years)	Location of school	SES of school	Grades taught	Average class size	NoETs	LoC
Ada	F	ELL, 2001	10	Inner-city school	L	4,5	28	4	L
Bora	M	ELT, 2005	6	Village school	1-L to M 2- L	4,5 4,5,6,7,8	17	2	L
Cansu	F	ELT, 2002	9	Inner-city school	L	5,6,8	28	4	M
Ceyda	F	ELT, 1991	20	Inner-city school	M to H	6,7,8	30	3	H
Defne	F	ELT, 2008	3	Village school	L	4,5,6,7,8	23	1	NA
Emre	M	ELT, 2008	3	Inner-city school	L	5,6,7,8	25	2	H
Hakan	M	ELT (OEF), 2006	5	Suburban school	L to M	4,7,8	30	2	H
Kuzey	M	ELL, 2000	10	Inner-city school	H	6,8	35	4	M
Merve	F	ELT, 1988	23	Inner-city school	H	4,5,6,8	45	5	M
Selin	F	ELT (OEF), 2006	2.5	Suburban school	L to M	4,5	38	4	L

Note. Abbreviations: F= Female, M= Male, BA= Bachelor of Arts, ELT= English Language Teaching, ELL= English Language Literature, OEF= Open Education Faculty, SES= Socio-economic status, L= Low, M= Medium, H= High, NoETs= Number of English teachers at school, LoC= Level of collaboration among colleagues, NA= Not applicable

3.3.2. Selection of Teacher Trainers

The total number of the teacher trainers in charge of training participants in the Meram venue of the INSET seminar was 19. The researcher conducted semi-structured interviews with eight of them. Criterion and maximum variation sampling strategies were used to select the teacher trainers for semi-structured interviews. The teacher trainers were selected according to their generation (first generation vs. second generation teacher trainers) and the observations conducted in their sessions by the researcher. In other words, four first generation and four second generation teacher trainers whose one or more than one session was observed by the researcher were interviewed about planning, implementation and evaluation dimensions of the local INSET seminar.

As displayed in Table 3.2., the characteristics of the teacher trainers differed in various ways. Of eight teacher trainers, four were the first generation teacher trainers (FGTTs) while the other four were the second generation teacher trainers (SGTTs). As for the gender of the teacher trainers, four female and four male teacher trainers participated in the study. When it comes to the teacher education program they attended, it can be seen that all of them except one had a BA degree in ELT while only one of them had a BA degree in American Literature. There was only one teacher trainer who was doing an MA in ELT. As for the year of teaching experience, it ranged from six to 13 years. When looked at the professional background of the teacher trainers, it can be seen that all of them had teaching English experience at a public school, and four of them also worked at a private school or a company before working at a public school. Only one of the teacher trainers had university teaching background.

3.3.3. Selection of Faculty Members

Three female faculty members who took active roles in various stages of the INSET programs organized by the MoNE in Turkey were involved in the study. Criterion sampling was employed while selecting the faculty members. In fact, there was only one faculty member who trained the teachers in the local INSET seminar the researcher attended. Accordingly, the researcher interviewed with her to have an in-depth understanding of the various stages of the INSET

Table 3.2

Characteristics of the Teacher Trainers

TTs	Gender	Teaching Experience (year)	Educational Background	Professional Background		Generation
				Previous Positions	Current position	
TT1	M	6	BA in ELT	ET (public school) Private company	TT	SGTT
TT2	F	9	BA in ELT MA in ELT (IP)	ET (public school) Private company	TT	FGTT
TT3	F	12	BA in ELT	ET (private and public schools)	TT	SGTT
TT4	M	7	BA in ELT	ET (public school)	TT	FGTT
TT5	M	13	BA in AL	ET (private and public schools)	TT	FGTT
TT6	F	11	BA in ELT	ET (public school)	TT	SGTT
TT7	F	8	BA in ELT	ET (public school)	TT	SGTT
TT8	M	8	BA in ELT	ET (public school) Public university (PT)	TT	FGTT

Note. Abbreviations: BA= Bachelor of Arts, MA= Master of Arts, ELT= English Language Teaching, AL= American Literature, ET= English Teacher, TT= Teacher Trainer, FGTT= First Generation Teacher Trainer, SCTT= Second Generation Teacher Trainer, PT= Part time

seminar. In selecting the other two faculty members, being actively involved in various stages of both TTPs and local INSET seminars all around Turkey served as the criterion. In line with this, faculty members who were thought to be information rich cases in terms of providing valuable data on planning, implementation, evaluation, and continuation dimensions of the INSET programs organized for the English teachers working for the MoNE were selected.

As seen in Table 3.3, three female faculty members participated in the study. As for the educational background of the faculty members, the highest degree held by two of them was PhD in ELT while it was BA in ELT and German Language Teaching for Faculty member 1. All of the faculty members had more than 20 years of teaching experience, and their previous positions included faculty member and teacher trainer. Only one of them worked in a K-12 setting before she started to work at a university level. As for the current positions of the faculty members, Faculty Members 1, 2, and 3 were an instructor, professor, and retired professor respectively. All of them had been involved in the INSET programs including the TTPs and the local INSET seminars organized by the MoNE as a teacher trainer. However, Faculty Member 1 was not involved in the latest TTPs which started as of 2009. Apart from being a teacher trainer, Faculty Members 2 and 3 had also consulted for the MoNE in various projects.

3.4. Data Sources

Choosing the appropriate data collection methods is of crucial importance in a qualitative study. Utilizing different data collection methods in combination enables the researcher to better answer the research questions. Patton (2002) states that:

> "Multiple sources of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective on the program. By using a combination of observations, interviewing, and document analysis, the fieldworker is able to use different data sources to validate and cross-check findings" (p.306).

Similarly, Marshall and Rossman (1995) assert that "Limitations in one method can be compensated for by the strengths of a complementary one" (p.99),

Table 3.3

Characteristics of the Faculty Members

FMs	Gender	Teaching Experience (year)	Educational Background	Professional Background		MONE Background
				Previous Positions	Current position	
FM1	F	25	BA in ELT & GLT	ET (K-12) TT A (SU, PU)	Instructor (PU)	• 16 yrs experience • TT → former TTPs → local INSETs
FM 2	F	30	BA in AL MA & PhD in ELT	A (SU)	Retired Professor	•16 yrs experience •Consultant •TT → TTPs → Local INSETs
FM 3	F	20	BA in ELT MA in ELT & AL PhD in ELT	A (SU)	Professor (SU)	•8 yrs experience •Consultant •TT → TTPs →local INSETs

Note. Abbreviations: FM= Faculty member, BA= Bachelor of Arts, MA= Master of Arts, PhD= Doctor of Philosophy, ET= English Teacher, SU= State University, PU= Private University, TT= Teacher Trainer, ELT= English Language Teaching, AL= Applied Linguistics, GLT= German Language Teaching

highlighting the importance of employing a combination of methods while conducting a study.

Yin (1994) describes three principles of data collection for high-quality case studies as "(a) using multiple, not just single, sources of evidence; (b) creating a case study data base; and (3) maintaining a chain of evidence" (p.79). In line with this, three main qualitative data collection methods, namely, interviews, observation, and document analysis were employed as the multiple sources of evidence in this study. Interview was used as the primary data collection method in this study. Yin (1994) asserts that "interviews should always be considered verbal reports only. As such, they are subject to the common problem of bias, poor recall, and poor or inaccurate articulation" (p.85). What Yin (1994) suggests to overcome this problem is to "corroborate interview data with information from other sources" (p.85). Accordingly, observation and document analysis were utilized as the complementary tools, which will be explained next in detail with limitations encountered in reference to each method. Figure 3.2 presents the data collection instruments used to answer each research question.
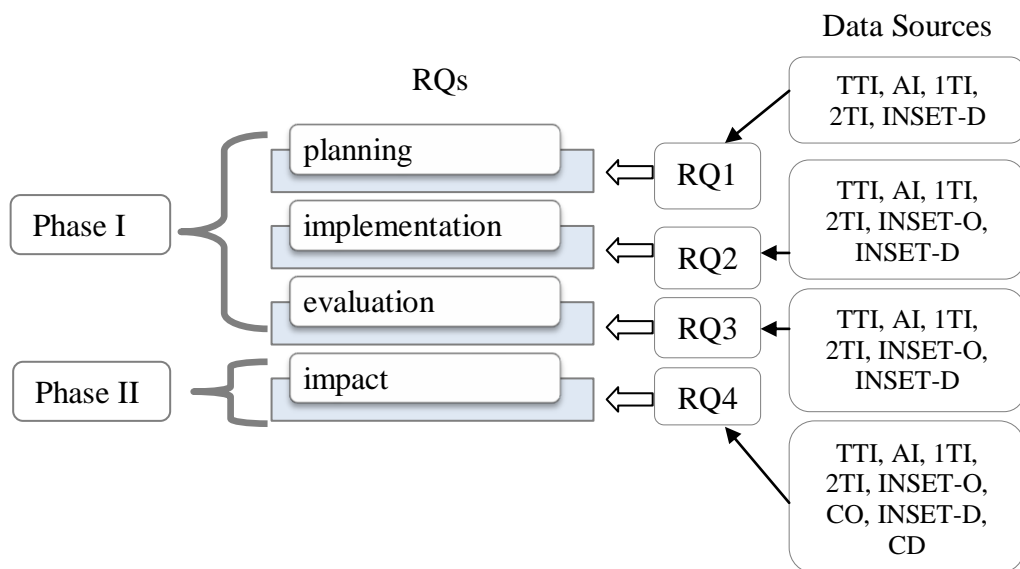
Figure 3.2. Data sources in parallel with the research questions.

Note. RQ: research question, TTI: Teacher Trainer Interview, AI: Faculty member Interview, 1TI: 1st Teacher Interviews, 2TI: 2nd Teacher Interviews, INSET-O: INSET seminar observation, CO: classroom observations, INSET-D: INSET related Documents, CD: Classroom documents

3.4.1. Qualitative Interviewing

Qualitative interviewing was employed as the main data collection tool in the study. Patton (1987) states that "interviewing allows the evaluator to enter another person's world, to understand that person's perspective" (p.109). In line with this, the researcher attempted to get insights into the participants' perspectives about the INSET seminar organized for English teachers through conducting interviews.

There are different classifications of interview approaches. Though the names of the approaches change, the classification is almost the same. A commonly used classification belongs to Patton (1987) who classifies interviews under three headings, namely (1) the informal conversational interview, (2) the general interview guide approach, and (3) the standardized open-ended interview. Patton (1987) states that "the difference among these approaches is the extent to which interview questions are determined and standardized before the interview occurs" (p.110). The general interview guide approach which is also known as the semi-structured interview approach was used in all of the interviews held in this study. Patton (1987) states that:

> An interview guide is a list of questions or issues that are to be explored in the course of an interview. An interview guide is prepared to make sure that essentially the same information is obtained from a number of people by covering the same material. (p.111)

With this in mind, after a thorough analysis of the current literature on INSET, the researcher developed four interview guides for three different stakeholders involved in the study, namely, English teachers, teacher trainers, and faculty members (see Appendices A, B, C and D for the final versions of the teacher interview guides I and II, faculty member interview guide, and teacher trainer interview guide, respectively). Though the faculty member and teacher trainer interview guides were planned to be used during the seminar or later, the interview guides developed for the teachers were planned to be administered twice. The first teacher interview guide was administered to the English teachers one week after the local INSET seminar ended while the latter was applied after classroom observations were completed.

Each interview guide started with some background questions such as educational background and teaching/training experience of the participants. Next, the interview guides included questions about the four dimensions of the local INSET seminars, namely, planning, implementation, evaluation, and impact of the local INSET seminar on teachers' and their actual classroom practices, which enabled the researcher to get the same information from different stakeholders involved in the study. Although the questions in four interview guides showed similarity to each other, teacher trainer and faculty member interview guides differed from the teacher interview guides I and II in that the former two guides included a set of questions on trainer training programs (TTPs) as teacher trainers and faculty members as well as the questions on the local INSET seminars organized all around Turkey. The number of the main interview questions ranged from 10 to 19 for the teacher, faculty member, and teacher trainer interviews.

After developing the interview guides, expert opinion was taken into consideration. The researcher got feedback on the interview questions from one professor who had a PhD in Curriculum and Instruction; two English teachers, one working at a primary school and the other working at a university; one teacher trainer; and one PhD candidate in measurement and evaluation in education. Based on the received feedback, she made the necessary changes. Although the number of the main questions did not change, the researcher wrote a few follow-up questions, probes and prompts into the interview guides. To illustrate, for the main question "How were you informed about the seminar you attended?" which appeared in the teacher interview guide, she added a follow-up question: "What were the factors affecting your decision to participate?" With the change made, the researcher could investigate the reasons of teachers' participation. The interview guides became ready for the pilot testing process after they were revised based on the feedback received.

The interview guides enabled the researcher to get most out of the interviews. To begin with, as Patton (1987) suggested, the interview guide approach helped the researcher to "make interviewing different people more systematic and comprehensive by delimiting the issues to be discussed in the interview" (p.111). One other contribution of the interview guide approach was

that the researcher benefited from flexibility resulting from the nature of this approach while asking the questions as she did not have to ask the questions in the order and wording they appeared in the interview guide. Patton (1987) considers this as a requirement of this approach and emphasizes the importance of adapting "both the wording and sequence of questions to specific respondents in the context of the actual interview" (p.111).

3.4.2. Observation

Direct observation was employed to complement the interview findings in this study. Patton (1987) focuses on the integrated nature of interviewing and observations and considers interviewing and observation as 'mutually reinforcing qualitative techniques' (p.13). Similarly, Yin (1994) states that "observational evidence is often useful in providing additional information about the topic being studied" (p.87). Accordingly, observation was used to shed light on the local INSET seminar organized for the English teachers and its impact on teachers' and their actual classroom practices as a complementary tool.

Wilson (as cited in Marshall and Rossman, 1995, p. 43) claims that "one cannot understand human behavior without understanding the framework within which participants interpret their thoughts, feelings, and actions; researchers, therefore need to understand those frameworks". This highlights the importance of the setting in a qualitative research. Similarly, Creswell (2011) defines observation as "the process of gathering open-ended, firsthand information by observing people and places at a research site" (p.213). With an aim to have a better understanding of the local INSET seminar organized and its impacts on teachers and their instructional practices, the researcher developed two observation guides to be used mainly in two different research sites, namely, at the conference venue and the schools of the recruited teachers after a thorough analysis of the literature on INSET (see Appendices E and F for the INSET seminar observation guide and classroom observation guide respectively).

The observation guides included space for background information about observation to be conducted such as date, topic, and duration of the observation. They also had space for the main points of observation such as the aims, methods,

instructional activities, measurement and evaluation tools and interaction. Upon the completion of the observation guides, the researcher got feedback on them from those who contributed to the interview guide development process. The feedback received from them helped the researcher to modify the existing guides, making them ready for the pilot testing process. To illustrate, the researcher wrote "language skills (e.g., reading, writing, grammar) developed" into the observation schedule.

3.4.2.1. INSET Seminar Observation

The researcher observed a five-day, 23 hour INSET seminar entitled "English Language Curricula, Methods, and Techniques" in the Meram district of Konya between the 28th of March and 1st of April, 2011. The reason for conducting observations during the local INSET seminar was twofold. In the first place, the researcher aimed to develop a firsthand understanding of the various phases of the local INSET seminar. Cohen, Manion, and Morrison (2007) state that "The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place *in situ* rather than relying on second-hand accounts" (p.396). Accordingly, the observations conducted during the local INSET seminar constituted the backbone of the study by providing the researcher with the opportunity to get firsthand information about the implementation of the INSET seminar. Secondly, the researcher aimed to recruit the participants of the study during the seminar and build rapport and trust with them.

3.4.2.2. Classroom Observations

Ten English teachers who volunteered to participate in the impact phase of the study constituted the multiple cases of the study. With an aim to develop insights into the impact of the INSET on these teachers and their actual classroom practices, and track their change over time, the researcher conducted observations in their classes at regular intervals starting from one week after the INSET was held. Creswell (2011) suggests making "multiple observations over time to obtain

the best understanding of the site and the individuals" (2011, p.215). Accordingly, the researcher observed the teachers' three times consisting of fifty hours (sessions) of observation in total using the observation guides to have an in-depth understanding of the impact of the seminar on the teachers and their instructional practices over time. As will be explained later in detail within the data collection procedures, the researcher conducted five hours of observation in each teacher's classroom except for two teachers. She held four hours of observation in one of these teachers' classroom while it was six for the other teacher.

3.4.3. Documents

Document analysis was used to complement the interview and observation findings in the study. Yin (1994) regards the documentation as one of the sources of evidence for case studies and states that "For case studies, the most important use of documents is to corroborate and augment evidence from other sources" (p.81). Similarly, Patton (2002) states that "...Documents prove valuable not only because of what can be learned directly from them but also as stimulus for paths of inquiry that can be pursued only through direct observation and interviewing" (p.294). In line with this, document analysis was employed to develop a clear and detailed understanding of the four phases of the INSET seminar.

There are different classifications when it comes to define documents. Bogdan and Biklen (1998) classify documents under three headings, namely, personal documents, official documents, and popular culture documents. One other classification is made by Creswell (2011) who differentiates between public and private records as the source of documents. He states that

> Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers , minutes of meetings, personal journals and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. (p.223)

In this study, the researcher made use of various documents to have a detailed and accurate understanding of the phenomena discussed. The documents that the researcher utilized were classified under two categories: (a) INSET seminar documents and (b) classroom documents, which will be explained next in detail.

3.4.3.1. INSET Seminar Documents

The documents regarding the planning, implementation, and evaluation phases of the INSET seminar organized for the English teachers were named as the INSET seminar documents. Documents specific to the planning stage of the local INSET seminar were noted as (1) the name list and sections of the participants attending the INSET held in the Meram district of Konya and (2) the INSET program including the session titles, section names, and names of the trainers and faculty members in charge of the training event. Documents regarding the implementation phase of the INSET were gathered from the teacher trainers and the faculty member whose sessions were observed by the researcher. These documents included the PowerPoint presentations, handouts, lesson plans, and any other printed or soft materials used during the training event. Some of these materials were collected during the sessions the researcher attended, some of them were collected through a USB stick after the interviews were conducted with the teacher trainers, and some other documents were obtained through email from the teacher trainers in response to the document request of the researcher.

3.4.3.2. Classroom Documents

The classroom documents were collected from the teachers who were involved in the impact phase of the study. The documents teachers used in their classes starting from the week after the INSET was organized until the second interviews were conducted with the teachers constituted the impact related documents of the study. PowerPoint presentations, handouts, computer-based programs, assessment tools (some of the exam papers, project assignments, etc), and the textbooks the teachers used as part of their teaching were gathered from the ten teachers as soft and/or hard copies.

3.5. Pilot Testing

Pilot testing serves a crucial role in the design of a qualitative research study in terms of enabling the researcher to investigate to what extent the developed data collection instruments meet their intended purposes as it does in quantitative research. As Harris (2010) puts forward, "pilot testing a qualitative data collection instrument is a chance to determine whether and how it works under real-life conditions" (p.151). This highlights the utmost importance of conducting a pilot study before the actual data collection process.

Selection of the participants to be involved in the pilot testing process necessitates a thorough understanding of the features and qualities of the actual study participants. Harris (2010) claims that while conducting a pilot study, participants should carry similar features as those of the research study participants. In line with this, the researcher pilot tested the data collection instruments with the English teachers who held similar characteristics with those of the actual study. As has been noted, the researcher developed two types of data collection instruments, namely, interview and observation guides, which underwent through the pilot testing process as described below.

3.5.1. Piloting Interview Guides

The interview guides developed by the researcher were pilot tested to make sure that they would work properly. Among the interview guides were (a) the interview guide for the English teachers applied one week after the local INSET seminar ended, (b) the interview guide for the English teachers administered after classroom observations were completed, (c) the interview guide for the teacher trainers involved in the seminar, and (d) the interview guide for faculty members involved in the local INSET seminar. Since the questions in each guide served the purpose of providing data on the four aspects of the local INSET seminars, that is, planning, implementation, evaluation, and continuation of INSETs, and as the wording and order of the questions showed similarity between the guides, the researcher decided to pilot test the interview guides developed for the English teachers. One other reason the researcher exposed only teacher interview guides to pilot testing was that the English teachers constituted the

multiple cases of this study who were the major data sources. Three teachers who were involved in one of the local INSET seminars organized for English teachers were interviewed using the developed interview guides. Convenience sampling was used to reach those teachers. After the interviews were completed, the researcher asked the interviewees a few more questions to get feedback about the clarity of the questions asked with a special focus on their wording, misunderstandings resulting from ambiguous questions, and identification of the repetitive questions as well as the irrelevant questions, in other words, questions which were taught to have a mismatch with the purpose of the study.

The teachers who were involved in the pilot testing process stated that the interview questions were successful in addressing the purpose of the study and commented on few points. Upon the completion of the interviews, the researcher also transcribed these interviews in verbatim, checked whether the questions worked, and then modified the interview guides. Accordingly, wording of some of the questions was changed to eliminate any potential ambiguities likely to be encountered. Besides, one question which was thought to be difficult to be understood by the participants was rewritten.

3.5.2. Piloting Observation Guides

The researcher pilot tested the observation guides to improve their effectiveness. To begin with, she pilot tested the seminar observation guide. She conducted a one-day evaluation in one of the INSET seminars organized for the English teachers and observed some of the sessions. During the observations, first, she used the columns allocated to different aspects of the observation in the observation guide to take the field notes. However, then, she decided that a running account of what happened during the session with specific reference to the setting, activities, and behaviors would be better to write the observation field notes. Yet, she still focused on the predetermined headings specified in the observation guide not to miss any piece of information without which the data to be gathered would have been incomplete. The classroom observation guide was exposed to pilot testing as well. The researcher conducted three hours of classroom observations in the classes of two teachers who were involved in the

65

present study prior to holding the actual observations in their classes. This enabled her to develop an understanding of the extent to which the observation guide was useful in serving its purpose. She, again, decided to make use of the running account technique while taking the field notes. However, she still took the headings written in the observation guide into consideration during the observations. As a result, the researcher decided to make use of the observation guides while employing a running account of what was happening in the actual observations.

3.6. Data Collection Procedures

This section explains how the data were collected using the aforementioned data collection tools. It starts with the formal permissions obtained to conduct the study, and continues with the selection of the INSET seminar to be observed. Then, it provides an explanation on the observations held in the seminar. After that, it presents the procedures of the interviews conducted with the teacher trainers and faculty members. Following this, the section focuses on the step-by-step procedures of the impact phase of the study, to put in other words, conducting the interviews and classroom observations of the multiple cases of this study, namely, the English teachers. Figure 3.3. displays the data collection procedures employed in the study for a better understanding of the data collection process followed throughout the study.

The first step of the data collection procedures was to obtain THE necessary permissions to conduct the study. The permissions were received in two steps. The first step towards the data collection process was getting the consent from the Applied Ethics Research Center (UEAM) at the Middle East Technical University. After getting the approval from the thesis committee on the instruments of this study, the researcher submitted her application form and a sample of the data collection instruments with the other required documents to the UEAM. Upon the obtainment of the consent from the center, the permission to conduct the study was received from the Ministry of National Education, Education Research and Development Directorate (EARGED) (see Appendix G).
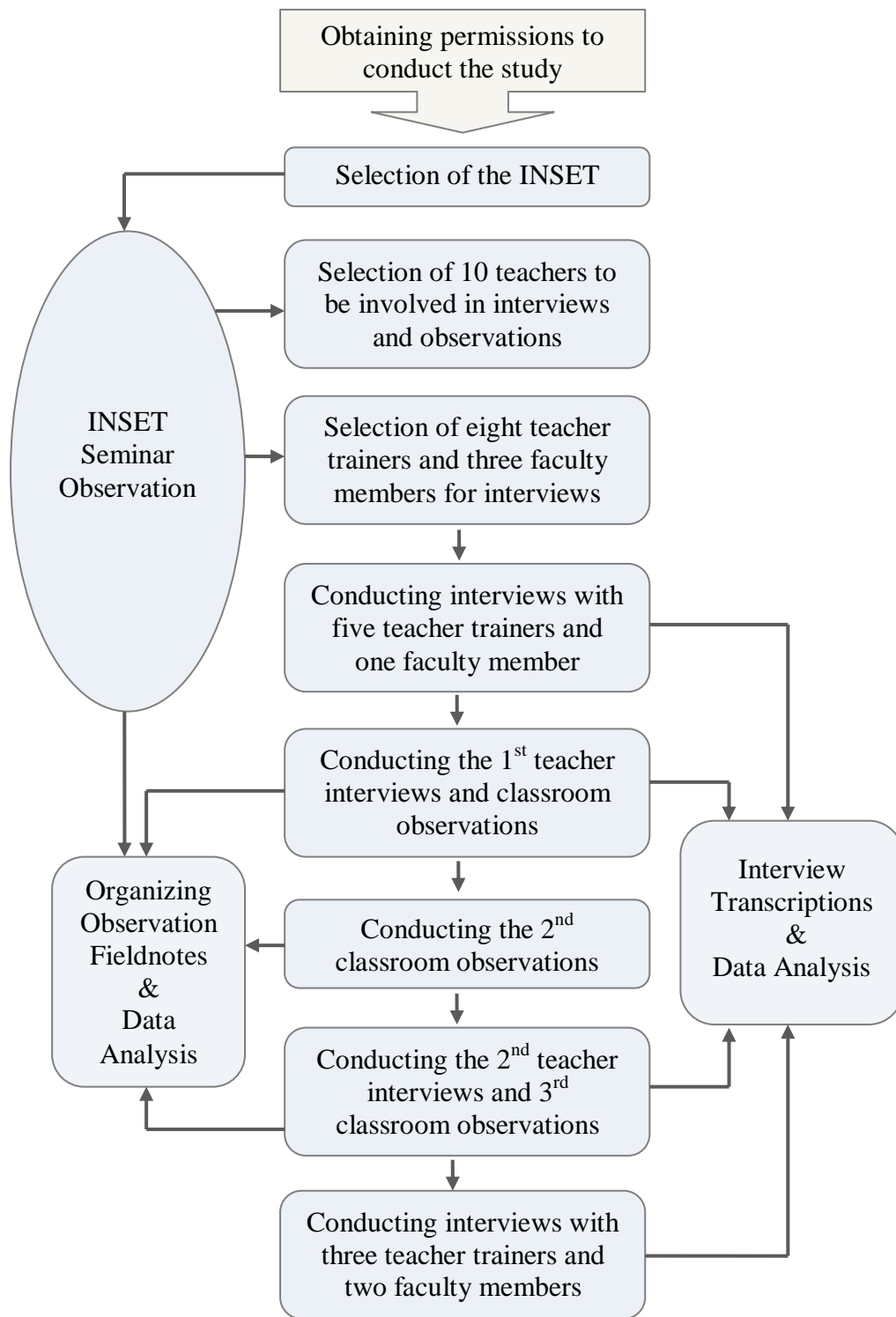
Figure 3.3. The data collection procedures employed in the study.

Next, the local INSET seminar to be observed was selected. The purpose of this study was to investigate the impact of the INSET seminar entitled "English Language Curricula, Methods, and Techniques" on the English teachers and their actual classroom practices over time. As mentioned earlier in the Chapter, this INSET seminar started to be held all around Turkey at a local level in 2010. Although the researcher was based in Ankara, as there was no local INSET organized for the English teachers working in Ankara at that time, she chose the INSET to be organized in Konya as it was the nearest location to Ankara. Though Konya was the nearest location to Ankara, the researcher still had to stay at a hotel during the INSET seminar and further teacher observations, in total 4 weeks, as Konya was 258 kilometers away from Ankara and it was not possible to commute from Ankara to Konya.

Upon the selection of the INSET seminar to be held, the researcher got the seminar program and venues of the INSET seminar in Konya as well as the names of the Education Administrators in charge of the event from the Board of Education (BoE). She also took the contact details of one of the teacher trainers who was in charge of organizing the INSET seminars in Konya. She went to Konya one day before the INSET seminar started to get the preparations on time. As there were approximately 1270 English teachers working in Konya, three different INSET seminar venues were allocated to the English teachers based on the proximity of their school locations to the center of Konya. Accordingly, Meram, Karatay, and Selçuklu, three central districts of Konya, were selected as the three seminar venues by the BoE with different teacher trainers and faculty members were in charge of training in each of them. As the same INSET seminar program was used in all of the INSET seminars held in Konya, the researcher chose only one of the seminar venues to attain integrity from the very beginning to the end. Accordingly, the researcher randomly chose the seminar to be held in the Meram District of Konya, and attended it for five days, a total of approximately 23 hours as a non-participant observer.

On the first day of the INSET seminar, before the sessions started, the researcher introduced herself to the Education Administrator, and explained the purpose of her study as well as her intention to observe the INSET seminar from

the very beginning to the end. She also submitted the letter of consent she had received from the EARGED. After talking to the Education Administrator, the researcher introduced herself to the teacher trainers in charge of the training event, explained the purpose of the study, and kindly asked for permission to visit their classes to observe the seminar.

The next step was deciding on the sections to be observed. There were approximately 421 participants in total attending the INSET seminar in the Meram district of Konya, and 10 sections (A-J) were allocated to the training event. The participants were alphabetically assigned to predetermined sections according to the first letter of their names. There was an average number of 42 to 44 participants in each section from both primary schools and secondary schools (see appendix H for a one-week INSET seminar program for one of these sessions). As seen, there were 19 sessions in total including both theoretical input and workshop sessions.

With an aim to gather systematic data without losing the flow of the seminar and to establish rapport and trust with the teachers for the impact phase of the study, the researcher started the observations as observing only one of the sections which included 42 teachers. Later, she decided to observe two more sections interchangeably with an aim to increase the number of the teachers who would like to be involved in the impact phase of the study. The second and the third sections she observed were composed of 35 and 44 teachers, respectively. In the breaks, she mostly spent time with the teachers and teacher trainers to develop an understanding of how they viewed the INSET seminar and to build trust which is an important component of the qualitative research.

In the three sections in which the researcher conducted observations, she introduced herself to the participants, gave information to them about the purpose and potential contributions of the study and asked for volunteers from primary schools who would like to be involved in further classroom observation and interview phases of the study. Those who would like to be involved in the study gave their contact details, the location and socio economic status of the schools they worked in, average class size they taught, and the year of their teaching experience. The researcher also asked the participants in the sections she did not

observe whether they would like to participate in the study in case there might not be enough teachers who would like to be involved in it. 42 teachers from both observed and unobserved sections said that they would like to be involved in the study and gave their contact information to the researcher. The researcher choose 10 participants from the list according to (a) whether they were in the session observed by the researcher, (b) socioeconomic statue of the school where they worked, (c) proximity of their school locations to the center of Konya, (d) the year of teaching experience, and (e) their gender.

During the seminar observation, the researcher took the role of a nonparticipant observer as suggested by Creswell (2011) who defines a non-participant observer "as an observer who visits a site and records notes without becoming involved in the activities of the participants" (pp.214-215). Accordingly, she sat at the back of the classroom to be able to see the general picture without disturbing the flow of the teaching and learning process. She was quite silent and did not interfere with the lesson anyway. She took the observation fieldnotes in the form of a running account of what happened in the sessions including both detailed descriptive fieldnotes as well as those of reflective ones as Bogdan and Biklen (1998) suggested though the former outweighed the latter. Reflective fieldnotes were written at the end of the sessions when applicable. While the researcher was taking the fieldnotes, although she preferred a running account style, she still focused on the predetermined categories written in the observation guide not to miss any important point regarding the purpose of the study. At the end of each day, the researcher read the fieldnotes, and added any important points she recalled to them with a different pen or pencil.

The interview phase of the study began during the seminar week. As mentioned earlier, there were 19 teacher trainers and one faculty member in charge of the training event. While selecting the teacher trainers to interview, four first generation teacher trainers and four second generation teacher trainers whose one or more sessions were observed by the researcher participated in the study. The researcher scheduled appointments with the faculty member and teacher trainers during the seminar. The faculty member and five teacher trainers were interviewed during the week of the INSET seminar in Konya. The other three

trainers and two faculty members were interviewed in Ankara later. All the interviews were held in a quiet and comfortable place in the lobby of the hotel where the teacher trainers stayed. The style followed in each interview with the different stakeholders was the same. The interviews were held in a "conversational style - but with the focus on a particular predetermined subject" as Patton suggested (1987, p.111). The researcher used an audio recorder to record the interviews upon getting the consent from the interviewees. She also used the interview guides to take brief notes during the process. The reason why the researcher preferred taking notes as well as using a recorder was twofold. Firstly, she wanted to back up the recordings with the fieldnotes. Secondly, as Bogdan and Biklen (1998) state writing fieldnotes besides using a recorder enabled the researcher to have a complete picture of the 'meaning and context' of the interview (p.108). Teacher trainer interviews lasted an average of 65 minutes whereas the faculty member interviews lasted an average of 45 minutes.

Upon the completion of the INSET seminar, the researcher went back to Ankara. She scheduled the first teacher interviews with ten English teachers for the next week after deciding on who would be involved in the study. The reason why the researcher conducted the first teacher interviews one week after the INSET seminar finished was to get most out of the interviews by allowing the teachers time to reflect on the seminar and their experiences. Furthermore, as the teachers were not involved in classroom teaching during the INSET seminar week, it was thought that it would take almost one week to adapt to teaching again. Accordingly, the week after the seminar week was allocated to that adaptation process.

The researcher went to Konya one week after the INSET seminar ended and conducted the first teacher interviews and classroom observations. Teacher interviews were conducted at the schools of the teachers except one of the teachers who was interviewed at a quiet coffee shop due to some of the festival arrangements in his school. Before starting the interviews, the researcher introduced herself again and explained the purpose of the study. Then, she told the interviewees that their involvement in this study would make a difference as they were the ones for whom the INSET seminars were developed. Moreover, she

assured them about the confidentiality of the interviews and told them they could withdraw from the study at any point of the study. After taking permission from them about recording the interviews, she conducted the interviews, each lasting an average of 30 minutes. The researcher also used the photocopied interview guides to take brief notes. The interviews were held in a conversational style and active listening strategies were used to create a pressure free environment. The interview guide helped the researcher to gather data about the four dimensions of the INSET seminar, namely, planning, implementation, evaluation, and continuation. In line with this, the teachers reflected on the seminar, talked about the initial impact of it and mentioned their plans and concerns regarding the transformation of the knowledge and skills gained through the seminar.

The researcher conducted one hour observation (one session) in each teacher's class during the same week. Before conducting the observation, she introduced herself to the students, and then sat at the back of the classroom mostly in a corner. She took observation fieldnotes in the form of a running account of what happened in the classroom with a special focus on the predetermined points on the observation guide. It is interesting to note that though the some students in a few classes were curious about what the researcher did there, they concentrated in the lesson after the first five minutes mostly forgetting the existence of the researcher there. After the lesson ended, the researcher thanked both the teacher and students and reviewed her fieldnotes in a silent place. Then, she asked the questions she jotted down during the observation or while reviewing the fieldnotes to the teacher. She also asked the teacher what s/he planned to do in the following lesson if applicable. The researcher shared the tentative observation plan with the teachers to check their availability.

The second observations took place two weeks after the first observations. With the purpose of gaining insights about the teachers' actual classroom practices and spending more time in their classrooms, the researcher conducted two-hour observation in each teacher's classroom except one teacher. Although her observation was pre-scheduled, due to a serious personal problem she experienced, the researcher was not able to conduct any observation in her class that week. Observations were conducted similar to the first observations. In

the breaks, the researcher spent time with the teachers and their colleagues as well as the students. The colleagues of most of the teachers shared their ideas about the INSET seminar and their applications, if any, during the informal conversations.

The last observations were conducted two week after the second observations. Using the same procedures followed during the previous observations, the researcher collected two-hour observation data from each teacher except two teachers. The researcher could conduct one hour observation in one of the teachers' classroom as his school was getting prepared for an exhibition and the students were also involved in the process, resulting in lack of attendance to some of the lessons. Secondly, the researcher conducted 5 hour observation in the classrooms of the teacher who was not observed in the second week due to the personal reasons. It is important to note that the teachers mostly taught the same subject matter during the sessions they were observed as they mostly followed the pacing set by the MoNE.

The last stage in the data collection process was conducting the second teacher interviews. After the classroom observations ended, the researcher conducted the second interviews using the same procedures followed during the first interviews. This time, the teachers reflected on the seminar again parallel with their actual teaching practices. The second interviews lasted an average of 25 minutes. Overall, the researcher conducted 73 hours of observation as well as holding 31 interviews (approximately 1300 minutes) with the participants of the study.

3.7. Data Analysis Procedures

There seems to be no single approach of qualitative data analysis (Creswell, 2011, Patton, 1987; Yıldırım & Şimşek, 2006). Patton (1987) says that "Because different people manage their creativity, intellectual endeavors, and hard work in different ways, there is no right way to go about organizing, analyzing, and interpreting qualitative data" (p.146). There are various suggestions made concerning the data analysis process. Yıldırım and Şimşek (2006) suggest developing a data analysis plan with a careful consideration of the qualities of the data collected as well as the relevant literature on data analysis. One other

suggestion is made by Creswell (2011) who proposes using a six step qualitative data analysis and interpretation process as illustrated in Figure 3.4, which guided the researcher throughout the study.

The Qualitative Process of Data Analysis

Codes the Text for Description to Be Used in the Research

Codes the Text for Themes to Be Used in the Research

Simultaneous

The Researcher Codes the Data (i.e., locates text segments and assigns a code label to them)

Iterative

The Researcher Reads Through Data (i.e., obtains a general sense of material)

The Researcher Prepares Data for Analysis (i.e., transcribes fieldnotes)

The Researcher Collects Data (i.e., a text file such as fieldnotes, transcriptions, or optically scanned material)

Figure 3.4. The qualitative process of data analysis. From *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (p.237), by J. W. Creswell, 2011, Columbus, OH: Merrill Prentice Hall.

As seen in Figure 3.4, the data analysis process begins with the organization of the data and continues with the analysis and interpretation of them. However, there are arrows allowing for simultaneous data collection and analysis with the specified phases being iterative as suggested by Creswell (2011) enabling the researcher to "cycle back and forth between the data collection and analysis" (p.238). Accordingly, the researcher, started the data analysis process immediately after she collected and converted the data to computer documents though the data collecting process was still in progress as suggested by Creswell (2011).

This part of the chapter will focus on how the data gathered through the observations and interviews were organized as computer documents, analyzed, and interpreted by the researcher, which will be explained under two headings, namely organizing the data, and data analysis and interpretation.

3.7.1. Organizing the Data

Data gathered through the interviews, observations, and documents underwent a series of procedures before the data analysis and interpretation process. The researcher simultaneously entered the data collected through the aforementioned tools into computer with an aim to organize and store the data, that is, making the data to be ready for the next step. 1.5 spaced text formatting was used for all the documents while converting the hand-written fieldnotes to computer documents to ease the data analysis process. The total number of the pages at the end of the data conversion process was approximately 900. The following description explains how the data were organized on computer under two categories in detail, namely, observations and interviews.

The researcher started with the organization of the seminar observation fieldnotes. To begin with, the fieldnotes were typed into the Microsoft Word documents. As the INSET seminar lasted five days, the researcher organized the fieldnotes by session numbers with the days of the week were used as the classification name as seen in Figure 3.5. Then, the seminar documents received as hard copy from the teacher trainers and the faculty member were scanned. The scanned documents and the documents that were received as soft copy were

combined with the seminar fieldnotes so that the researcher would not have to go back and forth between the seminar observation fieldnotes and documents during the coding process, enabling the researcher to have the control of the data and see the big picture for each and every session. Print screen feature of the keyboard was also used when necessary, allowing the researcher to better combine the documents with the fieldnotes.
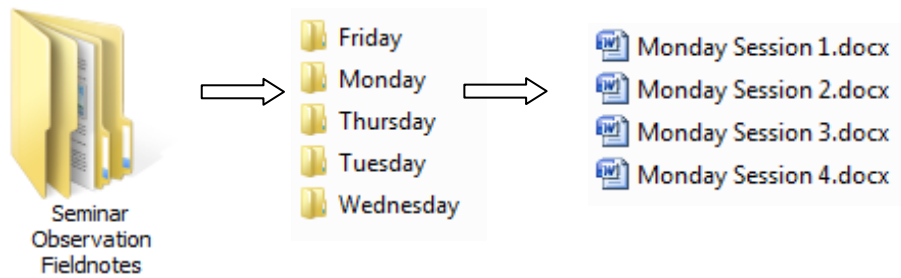
Figure 3.5. Organization of the seminar observation fieldnotes by the days of the week.

Similar to the seminar observation fieldnotes, classroom observation fieldnotes were converted into the Microsoft Word documents. The data were organized chronologically with the teachers being the classification category as seen in Figure 3.6. Pseudonyms were assigned to the teachers to protect their identity. After entering the data into the computer, the documents used by the teachers were scanned and combined with the classroom observation fieldnotes using the same procedures followed during the organization of the seminar fieldnotes.
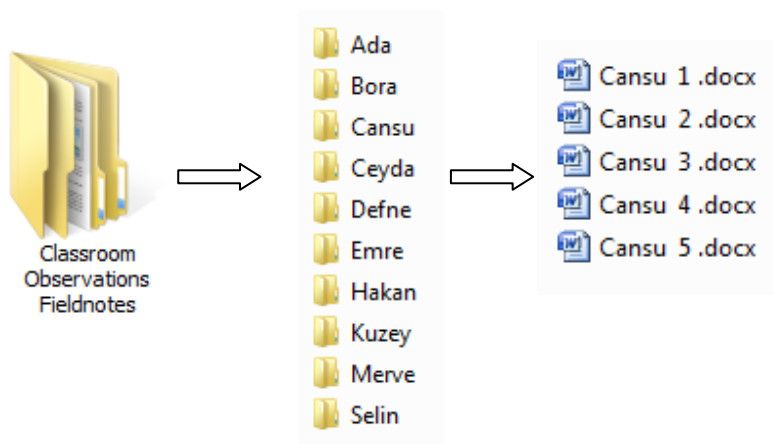
Figure 3.6. Organization of the classroom observation fieldnotes by the teachers.

The interviews were organized in the computer as well. The audio taped interviews were converted into the Microsoft Word documents and organized in three files by the group of participants involved in the study, namely, teachers, teacher trainers, and faculty members. As two interviews were conducted with each teacher, these interviews were organized as the first and the second teacher interviews within each teacher file. The researcher backed all the files up onto an external hard drive, a USB drive, a DVD, and a notebook. Upon the completion of the conversion process, she printed duplicate copies of each document, one for the first coding and the other for the double-coding, and grouped them separately in hard paper folders.

3.7.2. Content Analysis

The raw data generated through the word processing were subjected to the content analysis after the researcher read through them. Patton (2002) defines content analysis as "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" and states that "The core meanings found through content analysis are often called patterns or themes" (p.453).

As mentioned earlier the researcher started the data analysis process while the data collection process was still in progress as suggested by Miles and Huberman (1994) who state that "Coding should not be put off to the end of data gathering. Qualitative research depends heavily on ongoing analysis, and coding is a good device for supporting that analysis" (p.66). Upon printing the raw data generated through the word processing, the researcher read them to have a general understanding of the INSET seminar, with a special focus on the research questions addressed in the study as suggested by Creswell (2011). Moreover, in accordance with the recommendation of Creswell (2011), she wrote down any ideas that occurred to the researcher in the margins of the relevant documents.

There are two ways to be employed while analyzing the qualitative data. One of them is coding the data manually, in other words, by hand while the other is making use of a computer program specially developed for qualitative data analysis. Though the researcher is a proficient user of the computer and the latest

technological tools, she decided to code the data manually as she wanted "to be close to the data and have a hands-on feel for it without the intrusion of a machine" as suggested by Creswell (2011, p.240). However, she still used the computer to organize the patterns, themes, and codes in an excel file, which will be explained next in detail.

The next step was identifying the preliminary codes to be used while coding the raw data. Miles and Huberman (1994) state that "creating a provisional 'start list' of codes" prior to coding is one of the ways of creating codes and further explains this by stating that "That list comes from the conceptual framework, list of research questions, hypotheses, problem areas, and/or key variables that the researcher brings to the study" (p.58). In line with this, the researcher created a start list of codes taking the four dimensions of the INSET seminars organized for the English teachers by the MONE into consideration. After compiling the tentative codes on a single page, the researcher chose two or three documents from each type of data, coded them and modified the start list of the codes by adding emerging codes or revising the existing ones. Now that she knew the general codes to be used during the coding process, she started coding the seminar observation fieldnotes simultaneously with the interview transcriptions of the teacher trainers and faculty members as well as the first interviews of the teachers to gather an understanding of the four dimensions of the INSET provided. As mentioned earlier in the chapter, the documents regarding the seminar and classroom practices of the teachers were scanned and combined with the seminar and observation fieldnotes respectively. She also coded the documents in line with the research questions. She used colors when necessary to code the data. The data gathered from the English teachers through the second teacher interviews and classroom observations were coded upon coding the aforementioned raw data similarly.

Though the use of a start list of quotes is thought to help the researchers, Miles and Huberman (1994) warn the researchers to "be ready to redefine or discard codes when they look inapplicable, overbuilt, empirically ill-fitting, or overly abstract" (p.65). Taking this into account, the researcher was open to new codes emerging while coding the data and as the new terms appeared she added

them to the tentative list and turned back and made the necessary changes in the previous documents. Though it took quite much time to code the first documents, the time spent on coding the later documents decreased as the researcher gained the control of the coding process. Here, it is also important to note that the researcher consulted two of her colleagues and her supervisor from time to time throughout the data coding process as well.

One other way employed during the coding process was identifying the tentative quotations to be used later. Patton (1987) emphasizes the importance of the direct quotations by stating that they "reveal the respondents' levels of emotion, the way in which they have organized the world, their thoughts about what is happening, their experiences, and their basic perceptions" (p.11). Taking this into consideration, the researcher highlighted the quotations to be used while writing up the results. The criteria for the quotation selection were adherence to the purpose of the study and relevance of the quotation in terms of complementing the findings. After coding all the documents, the researcher double coded them. Although, it took a lot of time to reread and code the documents, it enabled the researcher "to reduce overlap and redundancy codes" and "collapse codes into themes" as suggested by Creswell (2011, p.244). Accordingly, this process further enhanced the trustworthiness of the study.

Upon the completion of the check coding process of each document, the researcher created an excel file to group the tentative codes, and sub-codes under four main categories, namely, planning, implementation, evaluation, and impact, taking the research questions addressed in the study into consideration. Moreover, the quotations and excerpts from the fieldnotes highlighted earlier were given a code and were written in a different column in the excel file to be used later with an aim to enrich the descriptions. As the researcher transferred each code and quotation written in documents to excel file, she ticked each off. If a code appeared to have a mismatch with the given themes, she reread the part in which it appeared and recoded it based on the research questions. However, she experienced this only three or four times as she used a start list of codes, was still open to changes, and double coded the data. Here, it is important to note that the data collected from different individuals through different data collection tools

complemented each other, presenting a vivid and a detailed picture to be used while reporting the findings.

The last step in the data analysis process was to review the themes, patterns, and codes written on the excel file once more to be able to successfully interpret the analyzed data (See Appendices I and J for the final codes of the study and excerpts from the coded interview transcripts and observation fieldnotes). Upon the completion of this process, the researcher got the excel files printed on A1 or A0 paper depending on the dimension of the file to ease the reporting process and not to miss any important information while reporting the results. Patton (1987) differentiates between analysis and interpretation by stating that the former is the organization of the data 'into patterns, categories, and basic descriptive units' while the latter is considered 'attaching meaning and significance' to the organized data as well as investigating 'relationships and linkages among descriptive' dimensions (p.144). Accordingly, the last step enabled the researcher to present a vivid and detailed picture of the impact of the seminar on teachers and their actual practices through enabling her to interpret the findings.

3.8. Trustworthiness

Validity and reliability are of paramount importance for both quantitative and qualitative approaches as without them it seems difficult to establish the trustworthiness of a study. Cohen, Manion, and Morrison (2008) state that these terms can be used in both of the aforementioned approaches even though how they are addressed in each might show variation. Similarly, Yıldırım and Şimşek (2006) put forward that the ways employed to ensure reliability and validity in qualitative studies are quite more different than those used in quantitative ones due to the nature of the qualitative study. In line with this, different classifications seem to be used instead of the terms of validity and reliability in qualitative studies. The commonly used terms validity and reliability were replaced by credibility, transferability, dependability and confirmability by Lincoln and Guba (1985), which will be used here to discuss about the trustworthiness.

One of the ways employed to ensure the credibility of this study was using *triangulation*. Creswell (2011) defines triangulation as "the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data, (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research" (p.259). In this study, data were collected through different sources, namely, the English teachers, teacher trainers, and faculty members, which enabled the researcher to gather data on the four dimensions of the INSET seminars organized for the English teachers by the MONE. Moreover, data were collected through three main data collection tools, that is, interviews, observations, and documentation, helping the researcher to have different types of data on the same research questions. Patton (1987) highlights the importance of data triangulation by stating that "Using more than one data collection approach permits the evaluator to combine strengths and correct some of the deficiencies of any one source of data" (p.60). As noted before, interview was used as the main data collection tool in this study while observations and documentation were used to complement the interview findings, which increased the credibility and accuracy of the findings. Last but not least, time triangulation (Denzin, 1970, as cited in Cohen, Manion, & Morrison) was considered a type of triangulation, allowing the researchers "to take into consideration the factors of change and process by utilizing cross-sectional and longitudinal designs" (p.142). It seems obvious that the periodic observations conducted in the classrooms of the multiple cases of this study, namely, the English teachers enabled the researcher to make use of time triangulation, increasing the credibility of the study.

Next, the researcher used *prolonged engagement* to increase the credibility of the study. She conducted approximately 23 hours of seminar and 50 hours of classroom observations and spent sufficient time in the two research sites, namely, the conference venue and the classrooms of the teachers involved in the study. Lincoln and Guba (1985) state that "the longer the investigator is in the field, the more accepted he or she becomes, the more appreciative of local culture, the greater the likelihood that professional judgments will be influenced" (p.304). It is important to note that being in the field for a long time enabled the researcher

to be considered one of the members of the site and to gain the trust of the participants. In addition to the number of the observations conducted, the researcher conducted interviews with different stakeholders in the study, each covering questions about the dimensions of planning, implementation, evaluation, and impact of the INSET seminar. As a comprehensive interview guide was used in the interviews, as suggested by Yıldırım and Şimşek (2006), the researcher benefited from the duration of the interviews in that participants were more relaxed after a few minutes in the interviews, sharing their ideas more sincerely. Moreover, the English teachers were interviewed twice, which is thought to increase the credibility of the study by by Yıldırım and Şimşek (2006).

Furthermore, *persistent observations* were used to ensure the trustworthiness of the study. Lincoln and Guba (1985) differentiate between prolonged engagement and persistent observation by claiming that the former promotes scope while the latter promotes depth. As suggested by Lincoln and Guba (1985), the use of persistent observation in this study enabled the researcher 'to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued," (p.304) which increased the in-depth understanding of the context, content, and impact of the INSET seminar.

Member checking was used to validate the preliminary findings of the study. Creswell (2011) considers member checking as "a process in which the researcher asks one or more participants in the study to check the accuracy of the account" (p.259). The researcher shared the preliminary findings of the interviews with a few participants through informal interviews and then proceeded in the data interpretation process, which might be considered a way to ensure the credibility of the study.

Transferability of the study was established through providing thick descriptions as well. Lincoln and Guba (1985) uses the analogy of déjà vu to illustrate the effects of using thick descriptions. They state that "The aim of the case report is to so orient readers that if they could be magically transported to the inquiry site, they would experience a feeling of *déjà vu*-of having been there before and of being thoroughly familiar with all of its details" (p.214). With an aim to create a *déjà vu* effect, the researcher provided thick descriptions focusing

82

on each and every phase of the study. Erlandson et al. (1993, as cited in Yıldırım and Şimşek, 2006) suggest using purposeful sampling to increase the transferability of a study. In this study, as mentioned earlier, the researcher used a two level purposeful sampling strategy, which helped her to better answer the research questions by being able to focus on both individual differences and general traits shared as suggested by Yıldırım and Şimşek (2006).

Dependability of this study was achieved through the contributions of the researcher's supervisor who is highly competent in both qualitative research design and teacher education. Each and every step of the study including but not limited to developing the instruments, collecting data from different stakeholders on the same dimensions of the INSET, analyzing the data as well as presenting the results was carefully followed by the researcher's supervisor who provided quality feedback on the process, increasing the dependability of the study. Moreover, the Thesis Supervising Committee was consulted for their comments on the process, which contributed to the dependability of the study.

3.9. Limitations of the Study

This study has two main limitations which are closely related to each other. One of the limitations of the study rests in the nature of the study. As mentioned earlier, this study is qualitative in nature, and purposeful sampling strategy was used to better answer the research questions. Accordingly, the data were collected from the English teachers working in the Meram District of Konya, teacher trainers, and faculty members using three main data collection tools, namely, interview, observation, and documentation. Thus, the results of the study cannot be generalized to all English teachers who have attended or are likely to attend an INSET seminar organized by the MONE. Similarly, the results cannot be generalized to all local INSET seminars organized by the MoNE. This limitation is further supported by Patton (2002) who states that "The sample, like all other aspects of qualitative inquiry, must be judged in context-the same principle that undergirds analysis and presentation of qualitative data" (p.245).

Closely related with the previous limitation of the study, recruitment of the English teachers could be another limitation. As noted before in the chapter,

the researcher attended the INSET seminar to have a firsthand understanding of the implementation process and to recruit the participants of the study. She explained the purpose of the study and asked the English teachers whether they would like to get involved in the impact phase of the study. Only 42 teachers stated their interest in involvement in the study. Here, it is important to note that it is not clear how volunteer teachers are different from non-volunteers in terms of the qualities they hold. Furthermore, how and to what extent non-volunteer teachers transform the knowledge and skills gained through the INSET seminar is not known. As a result, it is quite difficult to generalize the findings to non-volunteer teachers even they work in the Meram district of Konya.

CHAPTER IV

RESULTS

> There can be no educational development without teacher development…the best means of development is not by clarifying ends but by analyzing practice.
>
> Lawrence Stenhouse

This chapter presents the results of the study under four main headings in line with the research questions that guided the study: (a) planning, (b) implementation, (c) evaluation, and (d) impact of the INSET programs organized for the English teachers by the MoNE. As explained earlier, the major purpose of this study is to investigate the impact of the INSET programs on the English teachers and their teaching practices in various dimensions. Accordingly, the answers to the research questions on planning, implementation and evaluation are presented in detail to establish the connection between these three aspects to the research question on impact.

4.1. Planning of Staff Development

The first research question addressed in the study focused on how the INSET programs organized for the English teachers by the MoNE were planned. As explained earlier, two successive Trainer Training Programs (TTPs) designed through the cascade training model were held in Turkey, and a large group of English teachers were trained to be trainers. Then, they cascaded the knowledge and skills to the other English teachers working for the MoNE through one-week local INSET programs held all around Turkey, which makes the TTPs an indispensable part of the planning stage for the local INSET programs.

Accordingly, as seen in Figure 4.1, the planning phase of the INSET programs focuses on both the recent TTPs and planning stage of the local INSET programs, which will be explained next in detail.

4.1.1. Trainer Training Programs

The Trainer Training Program (TTP) was regarded as the preparation stage for the delivery of the local INSET seminars. Therefore, it is crucial to present how the TTPs were planned, implemented, and evaluated. The data collected from eight teacher trainers and three faculty members through the semi-structured interviews were used to access the information about the TTPs, as presented in detail below.

4.1.1.1. Planning of Trainer Training Programs

Two recent TTPs designed through the cascade training model were initiated in 2009 and 2010 successively with an aim to educate the English teachers so that they could train the other English teachers working for the MoNE all around Turkey. Considering that there were approximately 48.000 English teachers working for the MoNE during the initiation date of the TTP, it became much more important to educate the teacher trainers. The qualitative analysis of the transcribed interviews produced the following sub-themes regarding the TTP planning: (a) selection of the teacher trainer candidates (TTCs), (b) type of attendance, (c) initial information on the TTP, (d) content selection, and (e) trainer assignment.

Selection of the TTCs: The selection of the TTCs was the first sub-theme emerged from the qualitative analysis of the transcribed interviews regarding the planning stage of the TTPs. The teacher trainers and two faculty members said that there was a lack of planning regarding the selection of the TTCs in both of the TTPs initiated. All of the teacher trainers except Teacher Trainers 4 and 8 stated that there was no formal selection criteria applied by the MoNE while recruiting the TTCs to be trained. Faculty Member 2 further substantiates this as follows:
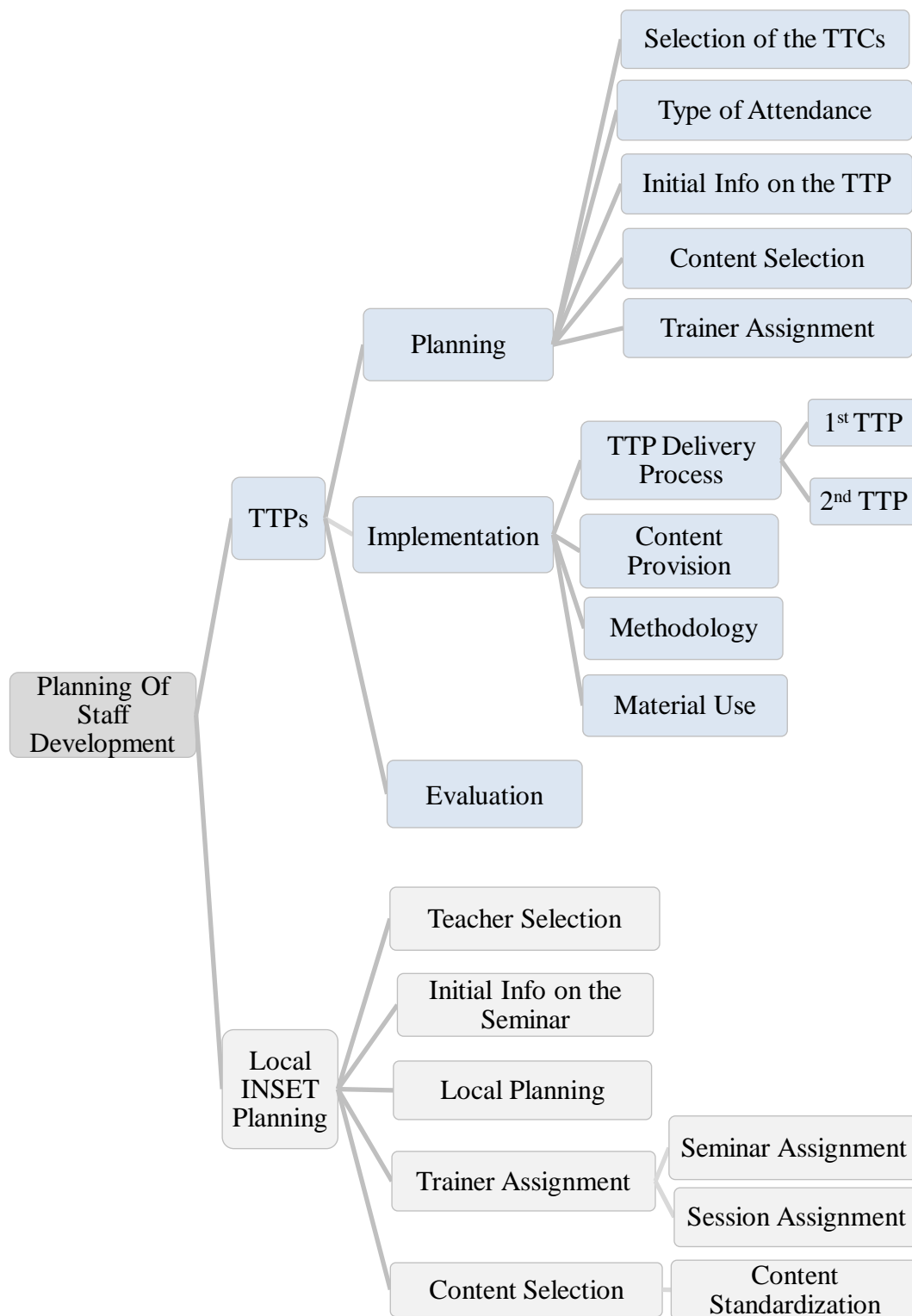
Figure 4.1. Sub-themes and codes regarding the planning of staff development.

I think there exists no selection criterion. I only know that a letter was sent to Provincial Directorate for National Education (PDNE). Experience was not sought, neither was any other criterion. Only those who were known by the PDNEs. Or the schools might have been called, and the teachers might have been invited based on how well the school administrators presented their teachers. Because, among the participants were the teachers with 20 years of experience as well as those having 2 years of experience…There were teachers who had already held a teacher trainer certificate from the MoNE as well as those who had not completed the induction period yet.

The analysis of the transcribed interviews showed that personal relations of the teacher trainers played a crucial role in the selection process of TTCs. At this point, the type of personal relations showed variation. For example, Teacher Trainers 1 and 3 stated that the reason why they were selected was their being active in their local contexts, and accordingly they were the first names that came to mind in case of any training event or anything regarding English. What Teacher Trainers 2 and 4 stated about the selection process was a bit different. They said that they learned about the seminar through "a friend of friend". Similarly, one other reason for selection was reported by Teacher Trainer 7 who could not find any reason why she was selected for the TTP, and regarded her participation to the program as a coincidence due to knowing some people from the Provincial Directorate for National Education (PDNE). Teacher trainers 5 and 8 stated that their relations with the PDNE enabled them to be selected. Still, they were not quite sure about the criteria.

Here, it is important to note that, as mentioned above, only Teacher Trainers 4 and 8 indicated the existence of the selection criteria in the formal letter of the MoNE. Teacher Trainer 8 stated that the year of teaching experience was specified as a selection criterion, and the teachers who had teaching experience between five to 15 years were considered eligible for being a teacher trainer. However, even at that point, his relations with the PDNE made him eligible for the TTP, showing that although his personal contacts enabled him to enter the training profession, the criteria stated in the formal letter was taken into consideration for his case. Another criterion was reported by Teacher Trainer 4 who stated that there was a quota for the TTCs. The quota was for two people

from each city, one primary and one secondary school teacher. Besides the formal criteria, two other teacher trainers mentioned the existence of an implicit criterion as well. They stated that the teachers who did not have any travelling problem were considered for the trainer position at the initial step, and added that this implicit criterion and their personal relations enabled them to be a TTC. The informal interviews held with the TTCs during the piloting phase of the study further supported the finding that some of the teacher trainer candidates were selected taking the personal contacts into consideration.

Based on the analysis of the interviews conducted with the English teachers, teacher trainers, and faculty members, as well as the INSET seminar observations conducted by the researcher, one more point which is worth mentioning here is that a great number of English teachers working in the cities were not informed about the TTPs at all. The semi-structured interviews conducted during the piloting phase of this study confirmed this as well since the teachers interviewed stated that they had not been informed about the TTPs in their locals.

Type of Attendance: The second sub-theme regarding the planning phase of the TTPs was identified as the type of attendance. Both the teacher trainers and faculty members stated that there were variations regarding the type of attendance to the TTPs. Based on the discussions they held with the other TTCs during the TTP process and with the teacher trainers trained through the TTPs, the teacher trainers said that some of the TTCs had to attend the TTP as they were asked to do so by the local authorities while some others attended it on a voluntary basis. Moreover, during the pilot testing of the seminar observation schedule, the researcher had informal discussions with the TTCs, and noticed that there were differences regarding the TTC selection process, type of attendance, and the initial information provided to them about the TTP, which will be dealt with in detail under the next headings.

When the teacher trainers involved in the study were asked whether their participation to the TTPs was compulsory or voluntary, two of them said that they attended the TTPs on a compulsory basis while the others stated that they voluntarily attended the TTPs. Here, why the volunteered teachers were willing to

attend the TTPs was also of significant importance. Among the stated reasons for the voluntary attendance to the TTPs were sharing practices, updating the knowledge and skills, and exploiting opportunities for personal and professional growth. One other interesting reason was reported by Teacher Trainer 5 who stated that some of the teachers participated in the TTPs as they regarded the TTPs as a kind of holiday due to the venue and location of the TTPs organized.

Initial Information on the TTPs: One other sub-theme emerged regarding the planning phase of the TTPs was identified as the provision of the initial information on the TTPs. All of the teacher trainers stated that they did not know anything about the purpose, content, and process of the TTPs when they were selected, which meant that they were not aware of the purpose that they would be teacher trainers upon the completion of the seminar they were called. What is more, the goal of the TTPs gained certainty quite later in the TTP process as stated by Teacher Trainers 2, 4, 5, and 8. To illustrate, Teacher Trainer 5 recalled the day he learned about the goal of the TTP he attended and said:

> …I had thought about why exactly I had been invited there until the last day…The intention of the seminar appeared on the last day of the seminar [1st step of the 1st TTP] upon the explanation of an authority.

Here, it is strikingly important to note that Faculty Member 3 also said that she was not informed about the actual purpose of the TTP when she was invited there, which made her to focus on teacher training rather than trainer training in her content delivery. She regarded this as an important planning problem negatively affecting the actual training practices of the teacher trainers. She elaborated on this as follows:

> …I mean when I went to Antalya, at the beginning, I did not know that this was a trainer training program. No one had told me. I thought that I only went there to give in-service teacher training [sessions], to train a group of teachers. I learned this [purpose] after I arrived there. I mean planning problems like this happened. They [TTCs] did not know this too by the way…This is not good. They later felt the responsibility and so on. We could have made the planning according to it [purpose]... I mean we gave the knowledge but I don't know how much we were helpful in terms of how they could teach this to the others [teachers].

Another problem reported by the teacher trainers in terms of the planning of the TTP was about the date when the TTCs were called upon to attend the TTPs. Most of the teacher trainers stated that they heard about the TTP on Friday, the last working day of the week. They said that having only two days left to get prepared for the TTP to be held in a venue other than their own cities caused anxiety prior to the TTP.

Content Selection: The content selection was another sub-theme produced through the analysis of the transcribed interviews regarding the planning of the TTPs. It is important to note that neither the MoNE related nor the teacher focused needs assessment was done regarding the content selection for the TTPs as stated by Faculty member 2 who had been involved in colloboration with the MoNE approximately for 16 years. The teacher trainers and the faculty members involved in the study also stated that there was no needs assessment study conducted prior to the content selection process. Interestingly enough, they also did not have any information on how the content was selected, which was regarded as a weakness of the TTPs initiated.

Being the most knowledgeable person in this issue, Faculty member 2 said that the general framework of the seminars addressing the English teachers was drawn approximately 18 to 20 years ago with the full consideration of the pre-established goals mostly by the foreign experts, and the content selection process did not go beyond the identification of the session names and outlines. As there was a pre-established outline without subheadings for the content delivery, the content was unstandardized and it was the responsibility of the teacher trainers and faculty members to deliver the content based on their background knowledge and competencies as stated by Faculty Member 2. Here, it is important to note the specified content had been rigidly followed since the first TTP in both TTPs and the local INSET seminars, and had not been altered significantly despite the changes in ELT. Even the name of the INSET programs called "Methods and Techniques in ELT" had not changed.

The analysis of the data revealed that some changes were made within the existing INSET content However, prior to the initiation of the first TTP. Faculty Member 2 said that her opinions were taken into consideration, and she

shared her expertise with the Board of Education (BoE) about the content selection process regarding the first TTP. She added a few topics such as integrated skills to the pre-established content list. Upon the completion of the first TTP, an informal meeting was organized including the faculty members and some of the first generation teacher trainers with an aim to work on the INSET content used during the first TTP. Teacher Trainers 4 and 5 were among the teacher trainers who contributed to that content selection process. Teacher Trainer 5 stated that the aforementioned meeting was in the form of a brainstorming process, and a group of eight to 11 people discussed the names and durations of the sessions and seminar program structure, namely, coffee breaks, number of breaks, and so on. Likewise, Teacher Trainer 4 considered that process as selection and ordering of already existing content. What was different from the content of the first TTP was the use of "adult education" as a session itself in the second TTP. When reflecting on his experience, Teacher Trainer 4 said that although the teacher trainers positively contributed to the process of content selection, it was faculty member dominated and the content was later revised once more by the BoE. The content selection provided at that stage constituted the baseline of the second TTP and the local INSET programs as well, and revised later through the INSET standardization, which will be discussed later in the chapter.

Trainer Assignment: Trainer assignment was the last code emerged from the analysis of the data regarding the planning stage of the TTPs. The trainers who were in charge of training the TTCs differed in two TTPs. The trainers of the first TTP included mainly faculty members, few teacher trainers from the MoNE, and the experts from the British Council and American Embassy whose mother tongue was English. What differentiated the second TTP than the first TTP in terms of the trainers was that more than half of the teacher trainers educated through the first TTP, namely, the first generation teacher trainers (FGTTs) trained the TTCs in the second TTP as well.

The teacher trainers mostly stated that the involvement of the faculty members and the native speakers in the TTPs increased the motivation of the TTCs and enabled them to give the training event a serious consideration.

However, some of the teacher trainers also stated that both the faculty members and the native speakers were far away from the current teaching realities in Turkey, and some of them were heavily dependent on the use of the traditional methods in instruction. Moreover, Faculty member 2 stated that the experts in the field were not invited to give the trainings specified in the content list. Instead, the invited faculty members delivered the sessions based on their interests and backgrounds, which meant that the TTCs could not have enough exposure to the stated session topics in the content of the TTPs.

It is important to note that including the FGTTs as the trainers in the second TTP was welcomed with anxiety as they were inexperienced in teacher training. However, their being teacher trainers in the second TTP was also regarded as one of the strengths of the TTP. The second generation teacher trainers (SGTTs) said that since the FGTTs were coming from the field and knew the current language teaching and learning processes employed in Turkey, they could understand their worries and resistance, and critically analyze whether a suggested activity or material could work in a class.

4.1.1.2. Implementation of Trainer Training Programs

The analysis of the transcribed interviews held with the teacher trainers and the faculty members produced four sub-themes regarding the implementation phase of the TTPs: (a) delivery process, (b) content provision, (c) methodology, and (d) material use. In line with this, this part of the study will focus on how the TTPs were conducted to have a general idea on how the teacher trainers delivering the INSET content were trained.

TTP Delivery Process: Two successive TTPs were held through the cascade training model in 2009 and 2010, respectively. As seen in Figure 4.2, The TTPs differed in their duration and venue, and there were also some variations observed within and between the TTPs in terms of the content, methodology, material use, and trainer assignment as will be discussed in detail next.

The First TTP: The first TTP consisted of four separate trainings differing in their duration, venue, content and methodology, as described below in

detail. The trainers were mainly comprised of the faculty members, native speakers, and a few teacher trainers from the MoNE.
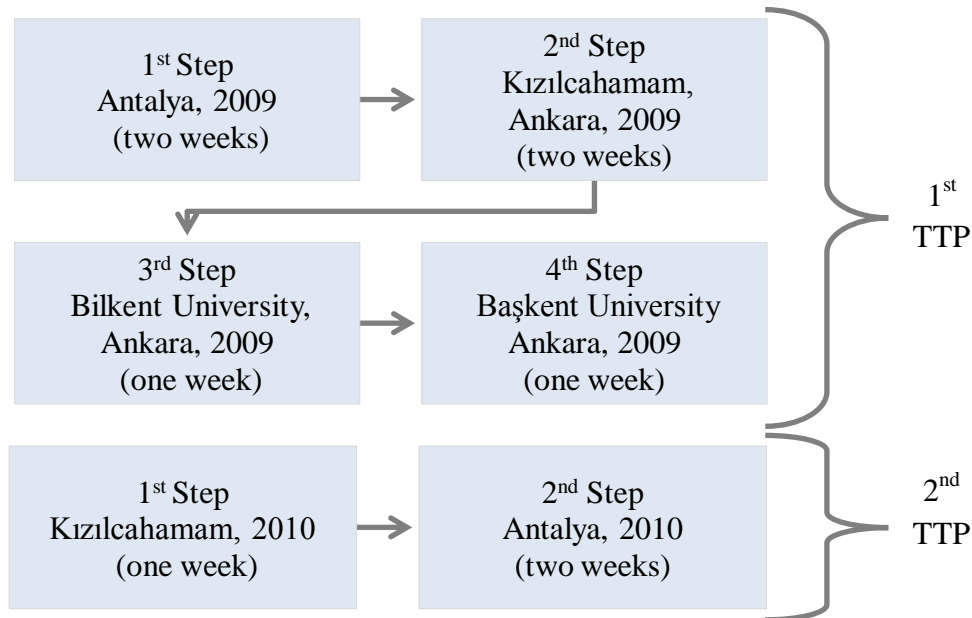
Figure 4.2. Timeline for the first and the second TTP.

The First Step of the First TTP. The first step of the first TTP was held in Antalya in July 2009. Its duration was two weeks, from a Monday to Friday schedule with the weekends off. Although some of the teacher trainers stated that they liked the venue of the TTP, Teacher Trainer 5 told that the venue was distracting, and likewise Teacher Trainer 8 used the analogy of the "holiday" considering both the venue and lack of planning regarding the given input. Approximately 150 TTCs had been invited to attend the TTP; however, around 120 teachers attended it. The TTCs took the training in a single section, which meant that there were novice teachers from the primary and secondary school level as well as those having various years of teaching experience in the same section. The teacher trainers involved in the study said that training a relatively high number of the TTCs in a single section was inefficient as they were not actively involved in the process.

It is important to note that the TTCs did not exactly know that they were trained to be teacher trainers especially in the first week of the training. The

purpose of the training gained certainty towards the end of the seminar, which was regarded as a problem of planning. The content of the seminar was on both the theoretical aspects of ELT and application of the knowledge and skills, which will be discussed later under the heading of the TTP content. The lack of planning revealed itself in the provision of the content as well. For example, Teacher Trainer 5 claimed that there was clashing content delivered by different faculty members in the first step of the TTP. What he meant by clashing was either coverage of the same topic by different faculty members in different sessions under different session titles, or inconsistency between the knowledge and skills presented by different faculty members, which caused ambiguity among the TTCs.

Participation of the TTCs to the discussions held during the training was reported to be low, possibly resulting from the high number of participants in a single session as claimed by some of the teacher trainers. After the end of the training, the TTCs were administered a paper-pencil test including multiple choice questions about the delivered content. Those who had a score over the cut-point, namely, approximately 90 TTCs were found to be eligible for attending the second step of the TTP, on a voluntary basis.

The Second Step of the First TTP. The second step of the first TTP was held in Kızılcahamam in August 2009 for two weeks, from a Monday to Friday schedule with the weekends off, similar to the first step. Of 90 teacher trainer candidates who were successful in the evaluation process of the first step of the TTP, only 60 teacher trainer candidates decided to attend the second step on a voluntary basis. As this number was not found sufficient, another 60 teacher trainers were invited to attend the second step of the TTP. Out of those new 60 Teacher Trainer candidates, only 30 of them attended the second step. Teacher Trainers 2 and 4 regarded this as a problem of planning and told that the evaluation conducted in the first step lost its importance accordingly.

Similar to the first step of the TTP, the content was on both the theoretical and practical applications of the knowledge and skills. However, converse to the first step, the sessions were told to complement each other and there was no clashing content and sessions. At this point, Teacher Trainer 4 and 5

stated that this step was better planned than the previous one. What was different from the first step of the TTP was that there were both plenary and concurrent sessions in the second step, which increased the level of participation compared to the first step of the TTP. In the workshops, a maximum number of 30 teacher trainers were assigned to a section, and these teachers were divided into a group of four to five participants during the activities. Upon the completion of the training, the TTCs took an exam to pass the second step.

The Third Step of the First TTP. The third step of the first TTP which lasted one week was held at Bilkent university in collaboration with the MoNE and Bilkent University. 37 teacher trainer candidates attended the third step on a voluntary basis. Unlike the first and the second steps of the first TTP, the third step focused on how to train the teachers, which was found quite useful by the teacher trainers. However, Teacher Trainer 8 stated that although the input on teacher training was satisfactory, it was insufficient considering that they were expected to train all the teachers working for the MoNE.

This step was found to be more carefully planned than the previous steps. During the third step, the TTCs got feedback on the small presentations they had done as well. Teacher Trainer 2 stated that the most effective feedback they gathered throughout the process was given in this step as the trainers gave tailor-made feedback on TTCs unlike the first and the second steps of the TTP where the feedback was on the content and application of the knowledge.

The Fourth Step of the First TTP. The fourth step of the first TTP was held at Başkent University, Ankara lasting for one week. Unlike the previous steps, this step focused on the actual training process of the TTCs. 37 TTCs attended this step. A problem related to planning manifested itself in this step as well. The analysis of the interviews conducted with the teacher trainers revealed that the trainers were called a few days before the seminar and asked to be in Ankara at the weekend to get prepared for the actual trainings to be held during the week. Their audience was more than 100 teachers who were invited from all around Turkey as subjects and accommodated at Başkent Teachers' House. The TTCs prepared their presentations and materials within a very limited time among

the pre-established groups at the weekend, which seemed to arise some problems regarding the lack of group dynamics as stated by Teacher Trainers 2 and 4.

The analysis of the interviews conducted with the teacher trainers revealed that the performance of the TTC's was observed by two faculty members who took notes without interrupting the flow of the session while the TTCs were delivering the session. The feedback included comments on the language competence, posture and self-confidence of the TTCs as well as the comments on the session delivery. The analysis of the interviews further revealed that the feedback given by the faculty members focused on the suggestions regarding how to train English teachers. Among these suggestions were: not covering too many things at a time, use of a more activity based approach in trainings, refraining from too much theoretical knowledge considering the profile and needs of the teachers, and teaching the content through activities, possibly with the use of loop input. The interviews conducted with the teacher trainers and the faculty members showed that the TTCs were aware of the fact that they would be teacher trainers, and train English teachers all around Turkey at the end of the last step, which necessitated travelling and dedication. At this step, some of the TTCs decided not to go further and only 30 TTCs left as teacher trainers.

Upon the completion of the last step, the first teacher training assignment was done by the Board of Education (BoE). As seen in Figure 4.3, 30 teacher trainers were divided into three groups, each including 10 trainers. The first and the second groups were selected to train the TTCs in the second TTP, which was planned to be organized due to the unexpectedly low number of the first generation teacher trainers (FGTTs). The last group was assigned the role of the teacher trainer, and this group started the first local INSET seminar in Isparta and trained English teachers, which constituted the backbone of this study. Here, it is important to note that how these teacher trainers were grouped was not known by the teacher trainers which created the first conflict among the teacher trainers trained through the first TTP. The teacher trainers involved in the study stated that the grouping was made based on the performance of the trainers although it was not stated by the BoE or the faculty members involved in the trainings at all. They

believed that the more successful teacher trainers were assigned the role of the trainer training role while the less successful ones became the teacher trainers.

The First Teacher Trainer Assignment		
10 Teacher Trainers ⇓ 2nd TTP (Primary and Secondary School Teachers Successively)	10 Teacher Trainers ⇓ 2nd TTP (Primary and Secondary School Teachers Successively)	10 Teacher Trainers ⇓ Local INSET Seminars
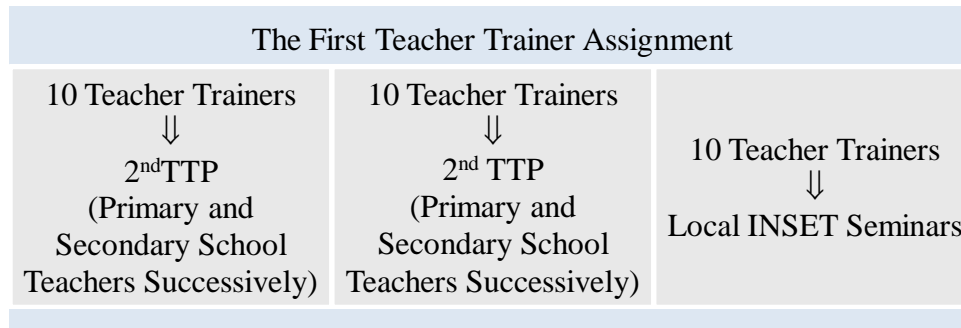
Figure 4.3. The first teacher trainer assignment of the first group of teacher trainers.

The Second TTP: The second TTP was initiated upon the completion of the first TTP with an aim to increase the number of the teacher trainers to train the English teachers all around Turkey. The major difference between the first TTP and the second TTP was that more than half of the teacher trainers trained through the first TTP took an active role in training the TTCs in the second TTP along with the faculty members and native speakers. The second TTP was comprised of two major steps, which will be explained next in detail.

The First Step of the Second TTP. The first step of the second TTP was organized in Kızılcahamam in April 2010, and lasted for a week, from a Monday to Friday schedule. A hotel with various facilities was allocated to accommodation. Both Teacher Trainers 3 and 7 said that a good venue selection had been made. Similar to the first steps of the first TTP, the teacher trainers in the second group told that they did not have sufficient information about the goal of the TTP in that step. At that point, Teacher Trainers 6 and 7 stated that there were rumors about the purpose of the program but they were not quite sure about the exact goal of the TTP. The content of the first step included general knowledge and skills regarding the language teaching and learning process and showed similarity with the first TTP, which will be explained later in this chapter. The TTCs took an exam similar to the ones used in the first TTP to pass this step.

Based on the analysis of the transcribed interviews conducted with the teacher trainers, it was seen that teacher trainers were generally positive about the first step of the second TTP, and regarded it as an important part of the process.

The Second Step of the Second TTP. Antalya was the city in which the second step of the second TTP was held. The second step was held in June 2010 and lasted for 15 days from a Monday to Friday schedule with the weekends off. The first week was mainly allocated to the provision of the content including the activities. The second week was allocated to the content regarding how to train the teachers with the consideration of adult learners. The groups were given tasks, worked in groups, prepared lesson plans, and presented them as short informative demos, which was observed by the faculty members.

The analysis of the interviews conducted with the teacher trainers revealed that the second step of the TTP was more comprehensive than the first step in terms of the content provision regarding how to train the English teachers. However, the teacher trainers involved in the study found the first step of the second TTP more successful than the second one in terms of achieving its goals. The factors stated by the trainers that decreased the effectiveness of the second step were the weather conditions resulting from the season, the conference venue, and most importantly attitudes of the TTCs to the TTP and the trainers. Teacher Trainer 7 stated that the TTCs had a tendency to seize the day as they were quite relaxed due to the venue and location of the seminar and became focused when they heard that they had to take an exam to become a teacher trainer. Upon the evaluation process, the teacher trainer assignment was done. The teacher trainers who were educated through the second TTP were decided to be the observers in the sessions of the FGTTs in the upcoming local INSET seminar. However, some of the SGTTs were not only observers but also trainers in that seminar as Teacher Trainer 3 said.

Content Provision: The content of the TTPs will be briefly presented in this part of the study with special emhasis on the similarities and slight differences within and between the first and the second TTPs initiated. The content of the TTPs included the common topics about language teaching. Among the topics covered during the TTPs were the new curricula and textbooks, the rationale for

99

curricula change, Neuro-linguistic programming (NLP), Common European Framework of Reference for languages (CEFR), how to teach four skills, namely, reading, writing, listening, and speaking as well as the integrated skills, classroom management, teaching grammar and vocabulary, and assessment.

As explained earlier, though the content of the TTPs showed great similarity with each other, there were some observed differences within and between the TTPs. To begin with, some differences in terms of the content delivery were observed within each TTP due to the nature of the TTP itself. The duration and number of the TTP steps played a crucial role in these differences. For example, based on the analysis of the interviews conducted with the FGTTs, the general opinion was that with each step in the process, the TTP became much more focused, which meant that the first step of the first TTP was the least effective one in terms of achieving its purposes. To illustrate, Teacher Trainers 2, 5, and 8 stated that the first step of the first TTP was insufficient in terms of the content provision. Moreover, they stated that the sessions were irrelevant to some extent and although the program was for training TTCs, there was a lack of information on adult education, and accordingly how to train English teachers. In fact, Teacher Trainers 2 and 5 stated that in the NLP session provided by one of the trainers, they had a chance to see the context of adult education through the activities conducted. However, it was quite limited in terms of seeing the bigger picture about teacher training. Similarly, the teacher trainers trained through the second TTP stated that there were differences between each step of the second TTP in terms of the content provision. The teacher trainers stated that the TTPs focused on mostly the ideal classrooms and ignored the current teaching realities of Turkey. They mostly complained about the lack of focus on "know how" during the TTPs and told that the trainings were not sufficient in terms of fully developing themselves as teacher trainers.

Next, some differences were observed between two TTPs in terms of the content provision. The first difference was the comprehensiveness of the content provided in each TTP. As the total week of the trainings were six weeks including the actual training process for the FGTTs, and it was three weeks for the SGTTs, the first generation's having more comrehensive input was inevitable. The second

100

difference noted was a new session introduced in the second TTP entitled adult education. As explained in the content selection part, upon the completion of the first TTP, the TTP content was revised and a session on adult education was added to the content list, getting appreciation from the second group of teacher trainers as this session enabled them to develop insights into "know how" to some extent.

Overall, the teacher trainers involved in the study stated that the content provided in the TTPs was sufficient in terms of refreshing the knowledge and skills gained though the BA education or pedagogical formation courses. However, they also found it insufficient in some aspects as there was quite limited focus on "how to train teachers" component even though the purpose of the TTPs was to train the teacher trainers.

TTP Methodology: The methodologies employed in the TTP were basically the same when considering the both TTPs initiated. However, it is apparent that some differences were observed between and within the TTPs initiated resulting from the length and number of the steps, which will be explained next in detail.

The analysis of the interviews conducted with the teacher trainers and academicians revealed that English was used as a medium of instruction during the seminar, which was regarded as one of the strengths of the TTPs. Especially, the teacher trainers stated that use of the target language from the very beginning to the end of the TTP increased the motivation of the TTCs and turned the negative attitudes of the reluctant candidates into positive ones during the process.

The analysis of the interviews with the teacher trainers and faculty members revealed that the TTPs initiated focused on theory as well as practice and theoretical sessions were basically followed by the practical ones, where the TTCs could apply what they had learned into various contexts. However, the focus on theory was much more than the focus on practice although it was quite difficult to get the exact amount. High use of terminology and theoretical content characterized most of the sessions, which was also considered the weakness of the TTPs initiated. This was found to have a negative impact on teacher trainers' training practices. To illustrate, Teacher Trainer 1 said:

101

There are some courses [sessions]. They shouldn't have involved terminology. What can I say more. That is, I give the CEFR course as an example. It's a course I couldn't internalize. In order to tell something to someone, I should internalize it.

Upon the completion of the theoretical sessions where theoretical information was followed by one or none activity conducted, practical sessions were carried out in the format of a workshop, which was found quite useful by the teacher trainers. However, the number of practical sessions was lower than that of the theoretical ones and in some of the practical sessions, a traditional way of teaching was followed instead of participants trying out or producing the activities. In line with this, the analysis of the qualitative data also revealed that various methods and techniques were employed during the TTPs initiated. However, mostly lecturing was used during the sessions, and the TTCs were mainly the passive receptors of the knowledge during the lecturing based sessions. In the sessions where lecturing was mainly adopted by the trainers, there was an overdependence on the PowerPoint presentations prepared and the sessions were overloaded with theory. One more feature of these sessions was the use of mechanical activities instead of the communicative ones. The TTCs were mostly expected to use their note taking as well as research skills to have an understanding of the content presented, which was found quite ineffective by the faculty members and the teacher trainers. Apart from the methodological preferences of the trainers, the nature of the session delivered was found to have an impact on the use of traditional methods. By way of illustration, Faculty Member 3 stated that it was inevitable to use a direct way of teaching in some of the sessions as what was expected from them was the knowledge transmission due to the breadth and scope of the topic covered.

On the other side of the continuum, more participant centered methods and techniques were also utilized during the TTPs enabling the TTCs to get actively involved in the process, share their ideas, and learn by doing in some of the sessions. Respectively, communicative language teaching, active learning, and discovery learning characterized these sessions. When the PowerPoint presentations were used, they did not go beyond guiding the trainers and the TTCs. Use of a communicative way of teaching during the training process

gathered much more appreciation from the teacher trainers and faculty members. They mostly stated that use of lecturing instead of learner centered approaches was inconsistent with the goals of the TTPs as the TTCs were expected to train teachers using a constructivist way of teaching. In line with this, Faculty Member 2 stated that use of lecturing as the main method did not promise impact, which meant that it would be quite difficult for the teacher trainers trained through the TTPs to transform what they had learned into practice.

The analysis of the interviews revealed a few characteristics of the practical sessions, namely, workshops conducted. First of all, the TTCs were actively involved in the process. This was done through the use of questions, and pair and group work activities. Different types of activities enabling the candidates to use the target language to communicate were utilized in the process. Among these activities were base group, name chain, onion circle, running dictation, role plays, discussion, stories, brainstorming, warmers, and games. One other characteristics of the workshop sessions was that the TTCs worked in groups, prepared lesson plans upon the completion of the related theoretical session, and shared these plans as demos. On the condition that they did not have sufficient time left, they explained what and how they would do it throughout the lesson. The steps of a typical English lesson, that is, pre, while, and post stages of the lesson were followed in both the lesson plans and the demos. The faculty members or teacher trainers observing the lesson gave feedback to the TTCs after they had presented their demos.

TTP Material Use: The materials used in the TTPs were one other sub-theme produced through the qualitative analysis of the transcribed interviews. The teacher trainers and faculty members stated that various materials were used during the TTP process, though the number and type of the materials showed slight variations between and within the TTPs. The analysis of the interviews showed that the use of materials was unspecified and unstandardized, which meant that the trainers had flexibility in using their materials and the materials were generally trainer sourced. The materials used in the TTPs were the following: PowerPoint presentations, worksheets, stationery, online resources, audio-visual materials, and authentic materials.

To begin with, PowerPoint presentations were used in the TTPs to assist the teacher trainer or faculty members in delivering the session. They included theoretical knowledge, extracts from books, and introduction and instructions for some activities accompanied by cartoons, clip arts, and/or animated gifs. Although the teacher trainers and faculty members stated that they benefited from those presentations, some of them stated that there was a high dependence on PowerPoint presentations by some teacher trainers and even faculty members. On the other hand, some of the PowerPoint presentations were reviewed quickly and some of the slides were skipped due to time constraints, creating anxiety among some teachers. The PowerPoint presentations used in the first TTP were different than those used in the second TTP in some aspects. The teacher trainers and faculty members prepared their own PowerPoint presentations and used them in the first TTP. Upon the completion of the first TTP, the FGTTs worked on the pre-existing PowerPoint presentations on an individual basis and produced new ones.

Worksheets were also made use of during the TTP process. The worksheets used throughout the TTPs focused on theoretical comprehension of the presented knowledge and/or practical applications. The comprehension based worksheets included but not limited to definition matching, sentence completion, and mini short quizzes regarding the identification of the current teaching practices of the TTCs. There were also some informative texts such as the list of learning outcomes, sample lesson plans and lesson plan templates. The worksheets addressing the practical applications included activities about songs, stories, poems, and so on. These materials were photocopiable and some of them were used in the local INSETs as well, since the teacher trainers stated that they found them quite useful.

Stationery was also used during the TTPs especially while conducting the workshops. Crayons, cardboards, tack-it, scissors, copy papers, and similar materials were distributed to the teachers with an aim to enable them to create an output. Provision of stationery and technological materials during the workshops was regarded as a significant contribution to the success of the TTPs by the TTCs

as it could enable them to experiment with the activities in a classroom-like learning and teaching atmosphere.

Audio-visual materials and audio materials were also used to foster the TTP process. These materials were mostly authentic. The audio-visual materials made use of during the TTPs were mostly downloaded materials such as short video extracts, commercials, or music clips. Among the audio materials were authentic songs and stories.

Although not used a lot, some authentic materials such as brochures were also employed to enable the teachers think about how to use them in their own teaching and training contexts. Classroom based materials like board games; technological materials such as projectors, laptops, and sound system; and online software programs such as movie maker were also used during the TTPs.

Overall, the teacher trainers stated that they found the materials sufficient. They even considered some of them high quality materials and continued to use those materials in the local INSETs. In line with this, they stated that the INSET materials showed similarity with those of the TTPs.

4.1.1.3. Evaluation of Trainer Training Programs

The qualitative analysis of the transcribed interviews conducted with the teacher trainers and faculty members revealed the evaluation component of the TTPs as one of the sub-themes which is worth mentioning here. The analysis of the data showed that the evaluations were made basically through the use of paper-pencil exams which were administered to the TTCs at the end of almost each step of the TTP. The teacher trainers and the faculty members who were in charge of delivering the content were asked to prepare a set of questions testing the knowledge and skills taught in their sessions, and the questions gathered from the faculty members and the teacher trainers were combined in a test for almost each step of the TTPs conducted. There were mainly multiple-choice questions and some fill-in-the blank style questions as stated by the teacher trainers and the faculty members. The analysis of the data indicated that the questions showed parallelism with the content covered in the relevant step of the TTP.

Here, it is important to note that although one of the faculty members said that the cut-point was 65 out of 100 for the exams mentioned above, the teacher trainers were not quite sure about the exact cut-point though one of them stated that it could be 70, which they considered a problem regarding the evaluation process. Those who passed the last exam became teacher trainers while those who had a score lower than the cut-point were given a certificate of attendance. The use of a paper-pencil exam for evaluating the TTCs and deciding whether they were eligible for taking the next step of the TTP or being a teacher trainer was criticized by the faculty members and most of the teacher trainers as the use of such a test was inconsistent with the goals and nature of the TTPs. Faculty member 2 elaborated on this as follows:

Evaluations were done quite ineffectively. We evaluated them [teacher trainer candidates] using what we told them not to use during evaluation. That is, we evaluated them by administering a multiple choice exam. However, we should have evaluated them in such a way that we could see whether they had achieved the skills we wanted them to achieve. We didn't do such a thing. All of us, trainers were asked to prepare five questions about their topics and it was told that they [questions] would be multiple choice. Imagine that you have a session on integrated approach. Then, after that you prepare five multiple choice questions. Look at how realistic this is. For God's sake, what you say and do are totally two different things. Or you say that evaluation, assessment is more important. Process should be evaluated. Then you prepare five multiple choice questions.

As noted earlier, the TTCs presented short demos in the TTPs and received feedback from the teacher trainers and faculty members on their performance. Although the teacher trainers felt that the observations were implicitly used for the purpose of evaluation, there was no formal use of observations in terms of evaluating the performance of the TTCs. Actually, Faculty Member 3 said that they were asked to evaluate the performance of the TTCs for two minute presentations they gave in one of the steps of the TTPs initiated, which she found ineffective. It is interesting to note that most of the teacher trainers and the faculty members said that the observations should have

been used for the evaluation purpose. Faculty Member 2 explained the reason for this as follows:

> We conducted observations, gave feedback to our trainer friends [TTCs] but these were never taken into evaluation. However, if we did reflective teaching, the results of observations should have been considered as evaluation to a degree...I think observation should have been used for the purpose of evaluation as well, within this program.

One more important finding revealed through the analysis of the data was that the language competence of the TTCs was not taken into evaluation. Most of the teacher trainers and the faculty members except Faculty member 1 considered this as a weakness of the program, and suggested that KPDS scores of the teacher trainers might have been taken into consideration as an indicator of competence in language use. However, Faculty member 2 said that KPDS scores were not sufficient in assessing competence, and commented on the rationale for evaluating the language competence of the teacher trainer candidates:

> One of the most important elements of language teaching is competence in language. That is, competence in field, competence in profession is very important for sure. However, profession competence of a person who cannot be competent in language does not affect the people a lot. We have seen this. We have never taken language competence of our friends [teacher trainer candidates] into consideration. I don't want to say the results of the KPDS. I don't think that those exams are valid. But my current opinion is that some of the teacher trainers are quite incompetent in the use of English. This should have been taken into evaluation.

4.1.2. INSET Planning

The local INSET seminars began upon the completion of the first TTP. Although they were conducted on a local level, the aims, content, and methodology of those seminars were designed nationally, which enabled the researcher to gather both site specific and nationwide perspectives of the local INSET seminars organized for the English teachers. As demonstrated in Figure 4.4, the analysis of the transcribed interviews conducted with the teacher trainers, faculty members, and English teachers produced five sub-codes regarding the planning stage of the local INSET seminars: (a) teacher selection, (b) initial

information on the INSET seminars,(c) local planning, (d) trainer assignment, and (e) content selection which will be explained next in detail.

4.1.2.1. Teacher Selection

Compatible with the aims of the INSET seminars organized for the English teachers, all teachers working for the MONE in the city where the local INSET seminars were organized were asked to attend the seminar, leaving no choice for voluntary attendance. In line with this, the teachers involved in the study were asked if they had been willing to attend the INSET seminar organized. Except Hakan, Bora, and Emre, all of the teachers stated that they attended the seminar as it was compulsory. The analysis of the interviews of the teachers who stated that they were willing to attend the INSET seminar revealed that they were voluntary due to similar reasons. To illustrate, Hakan stated that he felt inadequate in language teaching as he graduated from the Open Education Faculty, and he thought that the INSET seminar would contribute to his expressed needs for professional development. Similarly, Bora and Emre stated that they were aware of the potential guiding effects of the INSET seminars organized, enabling them to make their preference over attending the seminar although they had a chance to have a medical report as an excuse for absenteeism.

The qualitative analysis of the interviews conducted with the teachers who stated that they attended the INSET seminar as it was compulsory revealed that the existing beliefs those teachers had regarding the way INSET seminars were implemented had a significantly negative effect on their willingness to attend the INSET seminar. This was further supported by the teacher trainers and faculty members. The teachers mostly characterized the previous INSET seminars organized for the MoNE as teacher trainer directed with a lack of teacher participation, which meant that the teachers were not actively involved in the process. Moreover, the high number of the teachers in one session was another characteristic of the previous INSET seminars. The teachers involved in the study said that there were more than 100 participants in one session, and lecturing was used during the seminars. Accordingly, the teachers showed off-task behaviors, which decreased the effectiveness of the INSET seminars organized. These pre-

existing beliefs about the classic INSET delivery affected the level of interest and expectations of the teachers regarding the INSET seminars. To illustrate, Emre said that some teachers brought novels with them so that they could read them during the seminar. It is important to note that most of the teachers who were not optimistic about the INSET delivery at the very beginning of the seminar developed positive attitudes to the seminar with an explicit change in their beliefs about the way the INSET seminars were organized. This was further supported by the faculty members and teacher trainers who said that the attitudes of the reluctant teachers to the INSET seminars changed during the process.

One other reason why the teachers did not want to attend the seminar was closely related to the timing of the seminar. Holding the seminar during the school period was found to have a negative impact on the teachers and their students, as there were not any English classes during the seminar week. This negatively affected the attitudes of the students to the language learning process. Besides this, the teachers stated that their plans such as administrating exams were not taken into consideration while planning the seminar. Moreover, as they were called on to attend the seminar two days before it, they had difficulty in changing their plans. Moreover, it took almost a week for them to adapt to the school after the implementation of the seminar. In fact, this was one of the weaknesses anticipated by the researcher as well based on the attitudes and informal talks of the teachers among themselves during the seminar week. Accordingly, the researcher started classroom observations one week after the completion of the seminar with an aim to allow some time to the teachers to turn back to their real teaching contexts. Being one week away from teaching also caused some pacing problems and some of the teachers stated that they felt the need to rush and keep up with the curricula.

The teacher trainers and faculty members were also asked whether the English teachers should attend the INSET seminars on a voluntary or compulsory basis. Even those who stated that ideally teacher attendance should be voluntary said that teacher attendance should be compulsory. One of the reasons they stated for compulsory attendance was put forward as the educational reform. Considering that the teachers were complementing the educational reform, it

became much more meaningful to train each and every teacher within a professional development program as Faculty Member 2 stated. The second reason reported by almost all of the teacher trainers and the faculty members was the changing attitudes of the reluctant teachers throughout the INSET seminar in a quite positive way as discussed earlier. Teacher trainers stated that the way the current INSET seminar was delivered made a difference, and positively affected the beliefs of the teachers in a number of ways. They said that this was resulted from the modern approach of the MoNE to the delivery of the new local seminars. When the teachers saw that the seminar was not delivered through lecturing, and the medium of instruction was English, they overcame their prejudices about the INSET seminars, developed positive attitudes to the INSET, and most importantly, overcame the feeling of the resistance to change. They stated that if the INSET seminars were voluntary, those who did not want to attend the seminar would never have a chance to overcome their existing beliefs, and develop readiness for change. In line with this, what two of the faculty members suggested with respect to increasing the number of volunteered teachers was the proper planning by the MoNE. To illustrate, Faculty Member 1 suggested providing initial information on the training events through various channels such as hanging course documents on schools to increase voluntary attendance.

4.1.2.2. Initial Information on INSET Seminar

One other theme revealed through the analysis of the data was the provision of the initial information on the local INSET seminar organized. Here, it is important to note that similar to the both TTPs initiated, the local INSET seminar observed by the researcher held some problems in terms of the planning issues. The teachers involved in the study stated that they were normally informed about the INSET seminars through any of the following: formal letters sent by the MoNE, the school administration, emailing list, colleagues, and MEBSIS webpage where they could use a username and password to reach the INSET seminars to be held.

The general condition for any INSET attendance was told to be on a voluntary basis, teachers putting up their names on a list, and waiting for approval

from the MoNE. At this point, Ada stated that there was a common problem in the organization of the INSETs organized by the MoNE, which was resulted from the insufficient number of the INSETs organized each year. What is more, the limited quota allocated to the INSET attendance discouraged the teachers to attend the INSET seminars, decreasing the attractiveness of the training events. Moreover, although the teachers stated that they were informed through the MEBSIS about the INSETs, they missed some of the INSETs organized due to the rare use of internet.

For the case of the INSET seminar which is the focus of this study, the teachers expressed a lack of planning in terms of the provision of the information about the INSET seminar to be organized. Almost all of the teachers stated that they were informed about the seminar on the last working day of the week before the seminar, that is to say, on Friday, which was also reported to be a common problem encountered in the other local INSETs by the teacher trainers and faculty members. Some teachers even stated that they learned that they were to attend a seminar just before leaving the school for the weekly holiday after the ceremony at school. The teachers were called by the school administration, either by phone or in person. What they knew about the INSET at the initial phase was the name, venue, and duration of the conference but nothing more. They did not have any information regarding the goals, content and the type of the course as well as the daily duration of the seminar. Accordingly, few of the teachers in the sessions observed by the researcher asked her some questions about the seminar program or wanted to look at the program she had. For example, they asked when the sessions finished each day, or what the following session would be about.

The analysis of the interviews also revealed that having insufficient knowledge prior to the INSET seminars, and being informed late negatively affected the attitudes of the teachers to the INSET seminar. For instance, Ada stated that this created a serious motivation problem, and she and the English teachers became very angry about the way they were invited to the seminar as the lack of planning caused a number of personal and job related problems. Ada said:

> When we heard about the seminar, personally speaking, I got angry. We came to school on Friday. We were informed that there was a seminar,

111

and it would start on Monday and we signed a letter. Only... methods and techniques for English teachers. At this time, this venue...There is no other information about the seminar, no plan, no program attached... I mean having that one week program, at least having pre-information about a thing to be done, at least makes you go there motivated.

Similarly, Merve stated that if they had been given sufficient information about the program, the seminar would have been more efficient. Parallel with the results of the interviews, the analysis of the seminar observation fieldnotes revealed that problems resulting from the planning of the INSET seminar directly affected the teachers' attitudes to the INSET seminar in the first day of the seminar. The teachers who were in the sessions observed by the researcher expressed their dissatisfaction about the INSET planning in the first hours. Considering the fact that some of the teachers worked far away from the city centre, namely, in villages and towns, both the transportation and accommodation issue became the problem resulted from planning as stated by the teacher trainers and faculty members as well. Although the accommodation expenses were covered by the MoNE, the teachers also stated that they found it difficult to find a comfortable place to stay in with the given allowance. Moreover, those having a family stated that they found it quite difficult to commute between the place they lived in and the conference venue, causing distraction and decreasing motivation. What is more, some of the teachers were informed about the seminar in the morning of the first day of the seminar, which created anxiety as they had to express the reasons for being late.

4.1.2.3. Local Planning

Local planning emerged as a sub-code regarding the planning of the INSET seminar. The teacher trainers interviewed said that although they did not have any role in national INSET planning, they had a few responsibilities within the local level. As mentioned earlier in the chapter, each teacher trainer was based in a city. Accordingly, the teacher trainers were given the responsibility to organize the local INSET seminar in their cities after the Board of Education (BoE) had decided on the city in which the INSET would be organized. Teacher Trainer 7 considered their organization role as a bridge between the BoE and the

Provincial Directorate for National Education (PDNE). Among the responsibilities of the teacher trainers in case of the organization of an INSET seminar were determining the number of the teacher trainers working in the centre and districts of the city, deciding on the number of the sections, assigning the teachers to those sections alphabetically, arranging accommodation and transportation for the teacher trainers and the faculty members, taking part in venue selection, and determining the procurement of the basic materials such as stationery and equipment for the teacher trainers involved in the INSET delivery as the teacher trainers were expected to bring only their personal materials with them.

The teacher trainers stated that they came across two main problems regarding the local INSET planning. One of the problems was the negative attitudes of some of the PDNEs to INSET seminars, also emphasized by Faculty member 2. To illustrate, Teacher Trainer 7 stated that as some of the people from the upper management in their local contexts displayed negative attitudes to the concept of INSETs, they had difficulty in organizing the INSETs. Similarly, Faculty member 2 said that the effectiveness of the seminar depended on the faith of the PDNE on the INSET seminar. One other problem was about the lack of local teacher trainers in some cities, which resulted in some organization problems at a local level. What is interesting is that, Faculty member 2 thought INSET seminars worked a lot better in the smaller cities compared to the big ones.

The English teachers were assigned to the sections alphabetically according to the first letter of their names, which meant that there could be a number of teachers with the same name in one section. While grouping the teachers, heterogeneous grouping was done and the type of the school in which the teachers worked was not considered as a variable. To illustrate, there might be some teachers from the primary and secondary schools in the same section. When asked about the reason underlying this grouping process, most of the teacher trainers stated that it was due to the MoNE policy. As the teachers could change their schools at any time, it would be better to have homogeneous grouping. Moreover, the MoNE's limited facilities as stated by Teacher Trainer 5 made this grouping inevitable. Some of the teacher trainers were in disfavor of homogenous

grouping. They said that it had a negative effect on the implementation phase of the study. They further explained that some of the teachers from the secondary level stated that they found some of the activities childish for secondary school students. Although these teacher trainers were in favor of the homogenous groping of the teachers by the type of the school, Teacher Trainer 2 stated that it would not work properly as they tried it in one of the INSET seminars, and the sessions were quite monotone. However, she added that, in the seminars where the teachers were grouped heterogeneously, the level of the participation, especially of the primary school teachers, was high.

The local INSET seminar held in Konya was organized through the aforementioned steps. As there were approximately 1270 teachers working in Konya, three seminar venues were allocated to the training. The seminar which was observed by the researcher was held in a multi-floor dershane. Although it was located in the centre of Konya, the English teachers said that a better venue should have been chosen for two reasons. Firstly, the classrooms were small and there was not sufficient space allocated to physical activity. To illustrate, there was quite close distance between the board and the desks. Secondly, parking problem was experienced by most of the teachers.

10 concurrent sessions were held in a seamless way in the seminar where the researcher conducted the observations. The average number of the teachers in each section was 40. Although this number was considered a high number for the class size, Faculty Member 1 and some of the teacher and teacher trainers said that this was more effective compared to the previous INSET seminars where approximately 100 teachers were given training in a single section. As seen in Appendix 2, the program started at 9:30 a.m. and finished at 3.30 pm. Some of the English teachers said that the teacher trainers were flexible and when the teachers felt overwhelmed, the trainers gave five to 10 minutes more for a session break.

4.1.2.4. Trainer Assignment

The INSET seminars were organized in collaboration with the INSET Department of the MoNE, Board of Education (BoE) and the universities. The universities involved in the collaboration provided faculty members for the

114

delivery of the INSETs and expenses of the faculty members were financed by the MoNE. Both the teacher trainers and faculty members were provided accommodation and transportation. At this point, Faculty Member 1 stated that the MoNE's new approach to the INSETs changed the general approach to the teacher trainers working for the MoNE as well. She stated that the teacher trainers were given much more importance in the current INSET seminars organized based on her 16 years of experience in the field. The trainer assignment including the assignment of the faculty members and the teacher trainers for the INSET seminars was done in two successive levels: INSET seminar assignment and session assignment.

Seminar Assignment: The city in which the INSET seminar would take place was considered the first level of the teacher trainer assignment. The trainers were assigned to the INSET seminar based on the proximity of the city where the seminar would be conducted to the city in which they currently lived. To illustrate, on the condition that an INSET seminar was conducted in Kırıkkale, the teacher trainer working in Ankara would go to Kırıkkale instead of the one operating in Antalya.

The time when the teacher trainers were informed about the INSET seminar assignment showed variation over time. Initially, three month planning was made by the BoE, and the cities where the INSET seminars would be conducted were determined on a tentative basis. When it came to informing the teacher trainers about the process, the teacher trainers stated that they learned about the seminar they were to attend as early as 15 days before it though this could be five to six days in some cases especially after the INSET standardization meeting.

When it comes to the channel by which the teacher trainers were informed about the assignment, the teacher trainers said that they were informed about the INSETs through an email with an attached formal letter to be submitted to their institutions in some cases. However, they stated that the hard copy of the formal letter mostly came after the INSET seminar program finished. A few of the teacher trainers said that they were not given sufficient info on the INSET seminar they would be involved as trainers in advance. To illustrate, they said that they

were not given information on the number of the teachers in the city as well as the venue of the INSET.

Session Assignment: Session assignment was the second level of the teacher trainer assignment. The teacher trainers were informed about the sessions they would deliver through the program sent by the BoE. In the program, the concurrent sessions were identified, with the teacher trainers and faculty members in charge of delivering the INSET content. Two trainers were responsible for training the English teachers in each session with changing roles. They could either swap the training role within a session or in successive sessions. At the very beginning of the INSET seminars, one of those trainers could be from the first generation teacher trainers while the other one was from the second generation teacher trainers. However, later, the generation of the teacher trainers was not taken into consideration for session assignment. Moreover, there could be an faculty member in charge of delivering the session as well. In such a situation, one teacher trainer assisted her/him. The trainers' opinion on the idea of a single trainer and/or two trainers in one section from the very beginning to the end of the INSET was also investigated by the researcher. Teacher Trainer 4 said that this would be quite difficult by considering the class profile. Likewise, Teacher Trainer 2 said that this was tried in one of the INSET seminars but it did not work effectively since it created a monotone training atmosphere. What the English teachers said in line with this complemented the opinions of the teacher trainers. They stated that they liked to hear different accents of English in a single section, which increased their motivation and enthusiasm.

Session assignment was done by the educational consultants working at the BoE randomly on a predesigned Microsoft Excel file. Some of the teacher trainers stated that they swapped the sessions on agreement. The trainers in the same session were expected to assist each other, deal with the technical problems, and provide materials, which was found useful by most of the teacher trainers. However, Teacher Trainer 7 stated that there were times they experienced problems resulting from individual differences, teaching styles, unprofessionalism and lack of cooperation though the number of the problems related to session assignment decreased over time. The teacher trainers received the INSET seminar

programs including the session assignment prior to the seminar. However, the teacher trainers arose the issue of lack of planning regarding the late arrival of the INSET program on time. At this point, Teacher Trainer 2 stated that although this created problems at the very early stages of the INSET seminars, the teacher trainers later got accustomed to the program and did not experience any problem.

The teacher trainers were responsible for the delivery of each and every session, and the sessions they delivered could change from seminar to seminar. Teacher Trainer 7 stated that as they were responsible for each and every topic, they experienced difficulty in gaining expertise. They could not allocate sufficient time to do research on the topic they were assigned, and the quality of preparation time decreased as well due to the time constraints. What she suggested in line with this was numbering the sessions the teacher trainers were to deliver. The teacher trainers were asked if they would like to teach the sessions they were interested in rather than teaching all of the sessions depending on the assignment done by the BoE. Although, there seemed to be a general tendency for making their own preferences over session assignment in theory, the teacher trainers stated that this could not work in practice as personal preferences could create inequality of session distribution and this could even be exploited.

The way the faculty member assignment was done was not quite different from that of the teacher trainers. Two of the faculty members involved in the study stated that they were initially informed about the INSET assignment through email and/or phone. Next, they were also sent a formal written consent letter which arrived quite late. Faculty Member 3 expressed that there were times she had a last minute call to attend the INSET as a trainer. What differentiated the teacher trainer session assignment from faculty member session assignment was that faculty members were given the chance to select the sessions they would like to deliver. One other difference was that their assignment period could be shorter than that of teacher trainer assignment. To illustrate, Faculty Member 1 stated that her assignment was for two days considering the fact that she had also other responsibilities at her own institution.

4.1.2.5. Content Selection

The content selection was one other sub-theme produced through the analysis of the transcribed interviews conducted with the teacher trainers and the faculty members. The analysis of the interviews revealed that the content and program employed in the TTPs were used in the local INSET seminars as well. Accordingly, as stated earlier, neither the teacher trainers nor the faculty members played a crucial role in the general framework of the content selection of the INSET seminars organized for the English teachers. As explained in the content selection part regarding the TTP planning, Faculty Member 2 stated that she had a role in the planning phase of the current INSET seminars and considered the latest INSETs including the one conducted in Konya as more faculty member based and realistic. Teacher trainers stated that national planning was made by the BoE and they had a predetermined program, and a set of photocopiable materials to be used during the seminar.

It is important to note that no needs assessment was done prior to commencing the INSET seminars. Teacher Trainer 8 stated that teachers' expectations, and strengths and weaknesses of the current language teaching practices were not taken into consideration while selecting the content. Teacher Trainer 7 stated that there was a rumor about the needs assessment conducted regarding the INSET seminars, and according to this rumor, a questionnaire sent to a number of English teachers through email set the baseline of the INSET seminars.

The INSET content showed great similarity with that of the TTP content in terms of the content selection. However, there are also some differences between them, which is worth mentioning here. The first and the major difference between the TTPs and INSET content was about the relative focus on the provision of theoretical knowledge and use of specific terminology. Almost all of the teacher trainers stated that the TTPs loaded the TTCs with more terminology and theoretical knowledge compared to the content of the local INSET seminars. In line with this, the content covered in the TTPs was more comprehensive than the one covered in the local INSET seminars, which was reported to be quite logical by Teacher Trainer 7. One other difference between the TTP and INSET

content was about the topic selection. NLP and adult education were not dealt with while delivering the INSET content to the English teachers.

Content Standardization: The content standardization was a code identified with respect to the content selection process. With an aim to achieve the content standardization, a three-day workshop was held at Bilkent University in Ankara in 2010. The communicated aims of the standardization process as stated by the teacher trainers and faculty members were determining the foundations of the local INSET seminars, avoiding the clashing use of content and activities by trainers, and the dominance of the methodological preferences and pedagogical beliefs of the teacher trainers.

Here, it is important to present how the content standardization process took place. To begin with, the first and second generation teacher trainers were asked to number two topics they would like to work on. The topics were the session titles of the INSET seminars. Based on their preferences, if applicable, they were divided into sub-commissions and worked with moderators (faculty members) so that they could consult on their expertise. The moderators were native speakers and/or faculty members. What each sub-commission aimed to achieve was to standardize the content and prepare standardized PowerPoint presentations to be used during the content delivery. To do this, the sub-commissions worked on existing PowerPoint presentations used in the TTPs and the first INSET seminars organized upon the completion of the TTPs. The teacher trainers involved in the sub-commissions said that they first identified the goals of the topic they had been working on based on the consideration of the possible teacher needs. As they were also English teachers and had solid field experience, it was not quite difficult for them to foresee those needs as stated by some of the teacher trainers. The next step was to cater for the balance between the theory and practice. Teacher Trainer 7 stated that they tried to select persuasive content. Considering the fact that the length of the sessions allocated to each topic was limited during the INSET delivery, it was important to persuade English teachers to use a constructivist way of teaching in that limited time. Besides preparing the theoretical content, the groups also worked on the instructional activities to be used in the sessions with an aim to prepare a package of activities. While

preparing the activities, possible classroom impact of the activities was also taken into consideration as stated by Teacher Trainer 7.

Although most of the teacher trainers and faculty members stated that the content standardization process achieved its aims to some extent, a few teacher trainers noted some drawbacks/problems encountered within and as a result of the process. The first drawback encountered was about grouping the teacher trainers. Some of the teacher trainers stated that the grouping process caused some problems among the teacher trainers, causing group conflicts. One of these problems was grouping the teacher trainers without consideration of their interests, background and competencies. For example, Teacher Trainer 1 emphasized that as he did not have sufficient information in the field, the output was not as successful as they thought. One other problem was the poor performance of some of the groups due to lack of professionalism, namely, lack of interpersonal skills and inability to work in team. Over dominance by some of the teacher trainers created conflict as well. Teacher 7 stated that this resulted from the personal characteristics of the group member(s) dominating. In this case, the teacher trainers could not equally contribute to the standardization process. Similarly, two of the teacher trainers said that some of the groups did not take the opinions of the teacher trainers working in other groups into consideration, causing the group conflicts.

The second drawback encountered was reported by two teacher trainers who stated that there was no actual contribution of the native speakers to the process. Instead, involvement of the faculty members, depending on their interest and competences, was found to contribute a great deal more to the standardization process in increasing the validity of the content and ensuring content integrity. One other drawback was about the preparation of the PowerPoint content. Teacher Trainer 1 stated that inauthentic use of content was clearly seen in some PowerPoint presentations although standardization was done. Moreover, the teacher trainers said that the clashing use of activities, namely, use of the same activity in the same section, continued even it had been solved to some extent through the standardization. In fact, teacher trainers involved in the study stated that this resulted from the duration of the standardization process. The time

allocated to the standardization process was limited, and what they could do was to work on the activities and content standardization and organization and make room for other activities that could be used by the teachers. However, the teacher trainers said that time constraints manifested themselves in a lack of focus on some sessions and a lack of detailed speaker notes.

4.2. Implementation of Staff Development

Implementation of the INSET seminars organized for the English teachers was the second theme emerged from the analysis of the transcribed interviews and seminar observation fieldnotes parallel with the second research question of the study. A detailed understanding of how the INSET seminars were organized will apparently contribute to the understanding of the impact of the study on the English teachers. As seen in 4.4, the following sub-themes were produced within this theme: (a) INSET aims, (b) content provision, (c) methodological practices and preferences, (d) material use, (e) trainer competencies, and (f) problems and coping strategies which will be explained in detail, next.
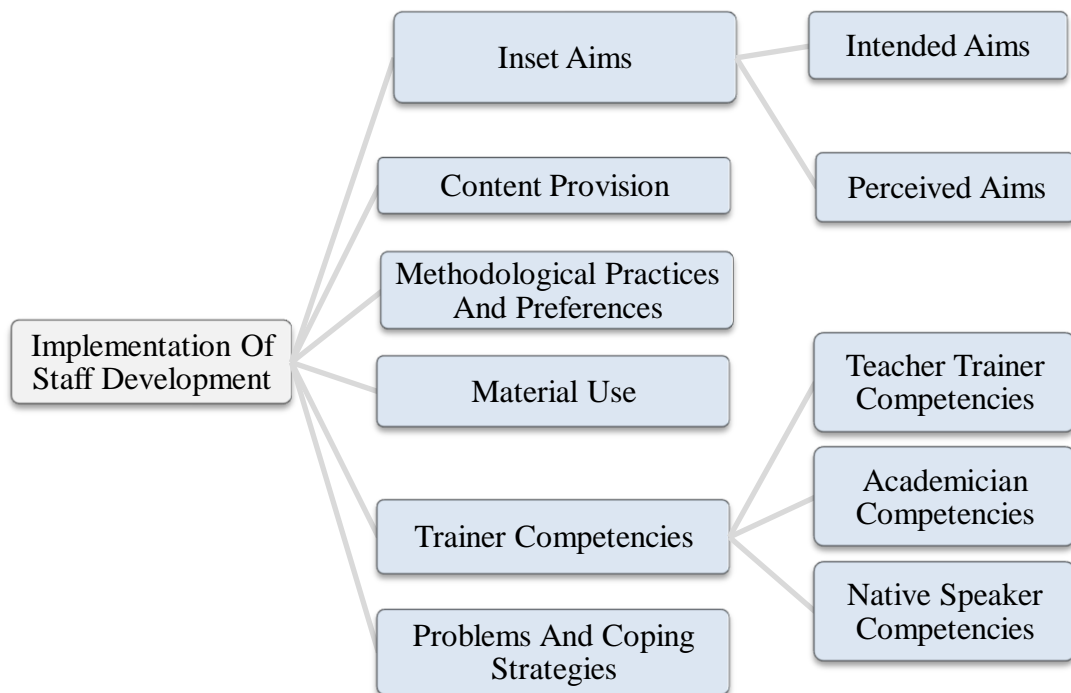
Figure 4.4. Sub-themes regarding the implementation of staff development.

4.2.1. Aims of the INSET Seminar

The analysis of the data collected through the interviews conducted with the teacher trainers and faculty members, and the seminar observations done by the researcher produced the aims of the INSET seminars as one of the sub-themes regarding the implementation phase of the seminars organized. The aims were grouped basically in two categories, namely, intended and perceived aims.

4.2.1.1. Intended Aims

The intended aims of the seminar were produced from the analysis of the interviews conducted with the faculty members and the teacher trainers. The first and the most important aim of the INSET seminars was reported to enable the English teachers to comply with the new curriculum, and develop the knowledge and ability to adopt the communicative language teaching practices, respectively. In line with this, the local INSET seminars aimed at reaching each and every English teacher working for the MoNE so that the success of the educational reform could increase.

The second aim of the local INSET seminars was to inspire the English teachers to employ a constructivist way of teaching in their classes. The teacher trainers and the faculty members involved in the study said that they could achieve this through the INSET methodology. Creating the need and/or belief to change was considered one of the ways to inspire the teachers to employ suggested ways of teaching in their own classes.

In line with the previous aim of the study, one other aim emerged from the analyses of the transcribed interviews was to encourage self-reflection and self-questioning. As will be discussed within the heading of methodology, one of the ways to achieve this aim was identified as raising awareness on the current teaching practices of the teachers through the use of anecdotes and questions. The next step was enabling the English teachers to experiment with the activities so that they could empathize with their students and reflect on their teaching practices. Moreover, here, creating the "I can do this" feeling was expected to emerge accordingly.

Vision building was one other aim stated by one of the faculty members and a few of the teacher trainers. It encompasses increasing job motivation and teacher autonomy, which was thought to contribute significantly to the classroom practices of the teachers. The faculty members and the teacher trainers also said that they aimed to refresh and update the knowledge and skills of the English teachers and introduce how they could transform these knowledge and skills into classroom practice in practical sessions. They also told that they shared their experience in the field with the English teachers and provided them with the videos, films, and games they had collected. After creating the "I can do this" feeling, the other aims were to encourage the teachers to create and produce new activities, and explore the versatile use of activities instead of heavily depending on the activities used in the sessions.

4.2.1.2. Perceived Aims

The analysis of the data collected through the teacher interviews produced the perceived aims of the INSET seminar. The perceived aims were defined as the aims told by the English teachers based on how they perceived the aims of the seminar. As will be seen next, some of the perceived aims match and overlap with the intended aims of the seminar.

To begin with, most of the teachers said that the aim of the seminar was to refresh and update their knowledge and skills regarding teaching English efficiently so that they could adapt to the new curricula and teach English as better qualified teachers. In line with this, there was a common belief that the seminar aimed at raising awareness on the communicative use of the target language in class.

Some of the teachers were of the opinion that some trainers delivered the sessions using a constructivist way of teaching with the characteristics expected from a constructivist teacher so that the teachers could model them. What some of the trainers did, and implicitly or explicitly suggested was to refrain from the grammar based language teaching, which the teachers regarded as one of the aims of the seminar.

Raising awareness on the current teaching practices was one other perceived aim of the study which was thought to be achieved through fostering self-reflection. At that point, one of the perceived aims of the seminar was reported as identifying the weaknesses regarding the actual classroom practices of the teachers through self reflection so that the teachers could take action.

Overall, a number of intended and perceived aims of the seminar were stated by the faculty members, teacher trainers, and the teachers regarding the INSET seminars held at a local level. Some of these aims seem to match and overlap in certain aspects. However, how and to what extent these aims were achieved was a question, which will be answered under the heading of the impact of staff development.

4.2.2. Content Provision

The content of the INSET seminar held showed great similarity with that of the TTPs as explained earlier. What differentiated the INSET content from the TTP content was that there were no sessions on adult education and NLP in the local INSET seminars. One more difference was that the INSET content was less theoretical and terminological compared to the TTPs as noted before. Apart from this, the session headings and the content were parallel with those of the TTPs conducted. Almost all of the teachers stated that the content of the INSET seminar refreshed and updated the knowledge and skills they had.

The qualitative analyses of the interviews conducted with the teacher trainers and faculty members revealed that the standardized content was developed for the local INSET seminars except for the session of "ice breakers and warmers" upon the completion of the INSET standardization meeting at Bilkent University, which meant that the trainers were expected to deliver the same content not only in different local INSET seminars but also in the different sections of each local seminar. Faculty member 3 explained the reason for this as reaching each and every teacher all around Turkey with the same content. Figure 4.5 demonstrates the general headings of the INSET seminar. As seen there, among the topics addressed in the INSET were ice breakers and warmers, classroom management, integrated language teaching, CEFR-introducing the new
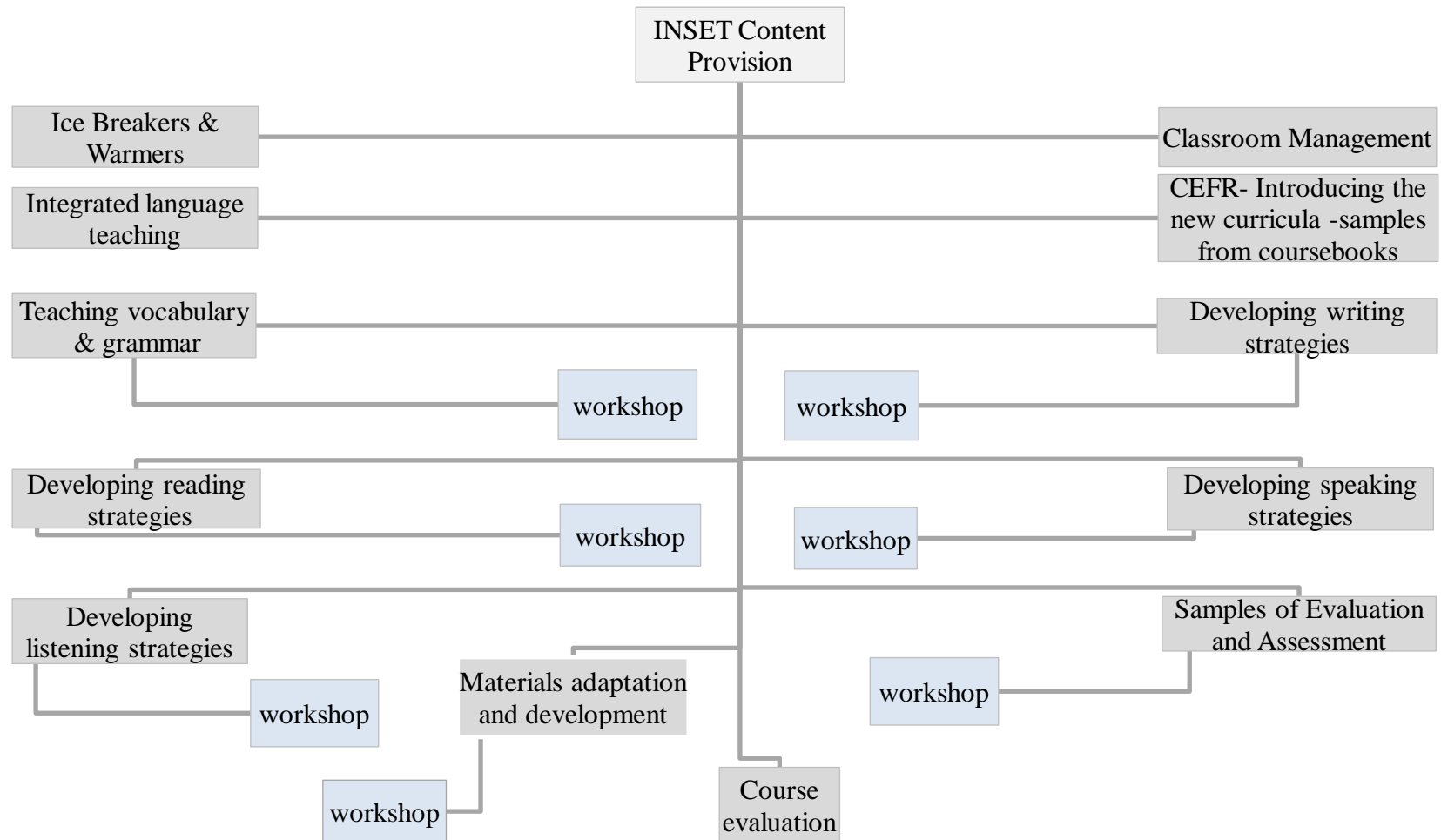
Figure 4.5. Content provision for the INSET seminar.

curricula, samples from course books, teaching vocabulary and grammar, developing writing strategies, material adaptation and development, developing reading strategies, developing speaking strategies, developing listening strategies, samples of evaluation and assessment, and course evaluation. The boxes including the word of workshop mean that the related session was followed by a workshop session. The use of a standardized content brought some rules into the framework of the INSET seminars. One of those rules was that the teacher trainers should follow the standardized content specified on the session PowerPoint which will be explained later in detail. The session entitled ice breakers and warmers was left to the methodological preferences of the trainers, which meant that the trainers had instructional flexibility while delivering the relevant content. However, when it came to the content of the other sessions, the trainers did not have any instructional flexibility, though most of them said that they delivered the lesson taking their methodological preferences into consideration, adding new slides and/or skipping some of the pre-established slides. The expectations from the faculty members in terms of delivering the content were different than those expected from the teacher trainers. Both the teacher trainers and the faculty members said that the faculty members had instructional flexibility in content provision and methodological approaches.

The focus on theory and practice was one of the sub-themes revealed through the analyses. Most of the teacher trainers said that some of the sessions were too theoretical considering the profile and the needs of the English teachers. This was further supported by almost all of the teachers who said that there was much more focus on theory rather than practice, and that was not what they actually needed. What they suggested was to focus on more practice upon the provision of sufficient theory. The faculty members involved in the study mostly said that the balance between the theory and practice was almost equal, though the former might be a little higher. Among the session which were reported to be overloaded with theory rather than practice opportunities were samples of evaluation and assessment, materials design and development, classroom management, and CEFR. These sessions were characterized with high use of terminology, high provision of theory, insufficient level of teacher involvement,

and inconsideration of the current language teaching realities although some of them included some suggestions for activities to be used in the classroom.

Parallel with the issue of theory versus practice, the use of terminology emerged as a code. Some of the teacher trainers stated that there was sufficient use of terminology while some others said that overuse of terminology in some sessions distracted the attention of the English teachers and decreased their motivation, which also caused losing some teachers' attention. When the seminar observation fieldnotes were analyzed in line with the focus on theory and practice, it was seen that use of terminology was higher in some sessions compared to the others and it is interesting to note that these sessions were also reported to have a low retention rate and transferable input by the English teachers. Some of the teachers also complained about the terminological focus of some of the sessions as they thought this was not what they needed.

One of the codes emerged within the content provision was the lack of sufficient focus on each and every topic delivered. Although the teacher trainers, faculty members, and the English teachers found the content of the INSET seminar sufficient in general, they said that few sessions were not adequate in terms of meeting the current teaching realities. Among those sessions were classroom management, samples of evaluation and assessment, and materials adaptation and development. To illustrate, three teacher trainers said that there should be much more focus on alternative assessment within the session of samples of evaluation and assessment. Similarly, Merve expressed that as a teacher she needed information on how to actually evaluate the students instead of focusing on the definitions of evaluation terms. One more example was related to the session of classroom management. Especially the English teachers told that they expected more from this session considering the fact that they encountered various problems in their teaching contexts. However, not only was this session too theoretical but also there was limited focus on real problems. Considering all these, most of the teachers and some of the teacher trainers said that the content was delivered in quite short time and it was quite intensive.

Besides the sessions within the program, two teacher trainers said that there was almost no focus on how to teach English to young learners. They said

that it was of crucial importance to refresh and update the knowledge and skills of the teachers about teaching English to young learners. Next, some teacher trainers, an faculty member, and some of the teachers stated that the INSET seminar should have focused on the use of technology in class. To illustrate, Teacher Trainer 3 and 8 emphasized that most of the teachers were computer illiterate and did not know how to use even some basic applications. Considering the current plans of e-book delivery and a more technology based educational approach, it became much more important to allocate one session to the web 2.0 technologies. Some teachers also explained that they expected a session on the preparation of a PowerPoint presentation and the tips for the effective use of the computers in class.

4.2.3. Methodological Practices and Preferences

Methodological practices employed in the INSET seminar was one of the crucial sub-themes produced from the qualitative analysis of the interviews conducted with the teacher trainers, faculty members, and the English teachers, as well as the seminar observation fieldnotes taken by the researcher. As mentioned earlier, the methodological practices employed during the INSET seminar showed similarity with those used in the TTPs. What differentiated the INSET methodology from the TTP methodology were the new expectations from the teacher trainers introduced through the INSET standardization meeting. The teacher trainers were expected to deliver the pre-established content on the standardized PowerPoint presentations without having any instructional flexibility. Upon the completion of the theory provision, a few activities that were also standardized at the INSET standardization meeting at Bilkent University were adapted by the teacher trainers. However, the teacher trainers had instructional flexibility in the activities they would like to use in their sessions. Almost all of the teacher trainers and the faculty members found this practice quite useful as this would also represent their methodological preferences.

The analysis of the data revealed that having instructional flexibility in activity and material use encouraged the teacher trainers to develop their own repertoire of activities based on the pre-established content. Some of the teacher

trainers said that they also shared the self-developed materials with their colleagues, and used the same activity in different sections. When the teacher trainers were asked how they developed the activities, the first thing they took into consideration was the profile and expectations of the English teachers as demonstrated in Figure 4.6.
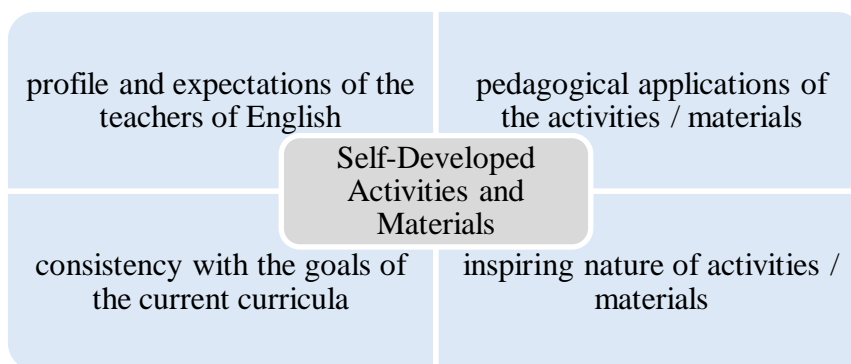
Figure 4.6. Factors taken into consideration while developing activities / materials.

The teacher trainers said that as they had teaching background, they were the ones who could differentiate between what would work and would not in actual classrooms. Moreover, they added that the common expectation of the teachers from the sessions were relatively on the direction of more focus on the practical applications, namely, the activities and the materials they could use in their classes. This was also observed in two different sections where the researcher conducted seminar observations. While the teacher trainer was delivering the theoretical information on the session topic, one of the teachers directly asked when or if they would experiment with the related activities in one of the sessions. In the other session, similarly, the teachers were talking among themselves about the lack of practice in the session and they said that they actually did not need that much knowledge. Besides considering the pedagogical applications of the designed materials, the teacher trainers stated that they designed activities consistent with the goals of the current curricula. Accordingly, the activities were designed in a way to foster active involvement of students and encourage the teachers to transform the knowledge and skills into practice. One

129

more step the teachers used to develop the activities and materials was taking the feasibility issue into consideration. They said that they designed the activities which could be done in feasible time with limited financial resources.

The methodological preferences of the teachers affected the way the pre-established content was delivered to the English teachers. As noted earlier, the teacher trainers did not have any instructional flexibility in content provision but had instructional flexibility in activity and material use. However, although the teacher trainers and the faculty members mostly stated that all English teachers should be given the same training, the analysis of the transcribed interviews and observational fieldnotes revealed that the teacher trainers made unapproved changes in the existing PowerPoint presentations. They stated that they did not find the given flexibility sufficient and made the content provision compatible with their own methodological preferences, which was also observed by the researcher. In line with this, the methodological preferences employed by the teacher trainers and some of the faculty members were regarded as a weakness, especially, for the case in which the trainers employed traditional methods such as lecturing instead of the learner centered approaches. Parallel with this, most of the teachers and teacher trainers said that the seminar was theory focused and there was insufficient practice on skills. At that point, Merve thought that the ideas underlying the focus on theory rather than practice might have been to provide the teachers with ideas and expect them to develop new ones respectively. However Hakan said that it was time consuming to be exposed only to the content knowledge they had just seen at the university.

The analysis of the data showed that the teacher trainers adopted various training practices while delivering the sessions. Three common patterns of session delivery in the INSET seminar were emerged as demonstrated in Figure 4.7. As seen in the figure, the teacher trainers and faculty members (a) presented the theoretical component of the sessions and held workshop sessions, respectively, (b) made use of the loop input while presenting the theory and held a workshop session, or (c) focused on the theoretical component of the session, minimally focusing on the use of activities during the workshop.

130

| Theoretical content provision + Workshop | → | Pattern I |

| Use of loop input for theoretical content provision + Workshop | → | Pattern II |

| Theoretical content provision + Workshop (few or no related practice) | → | Pattern III |
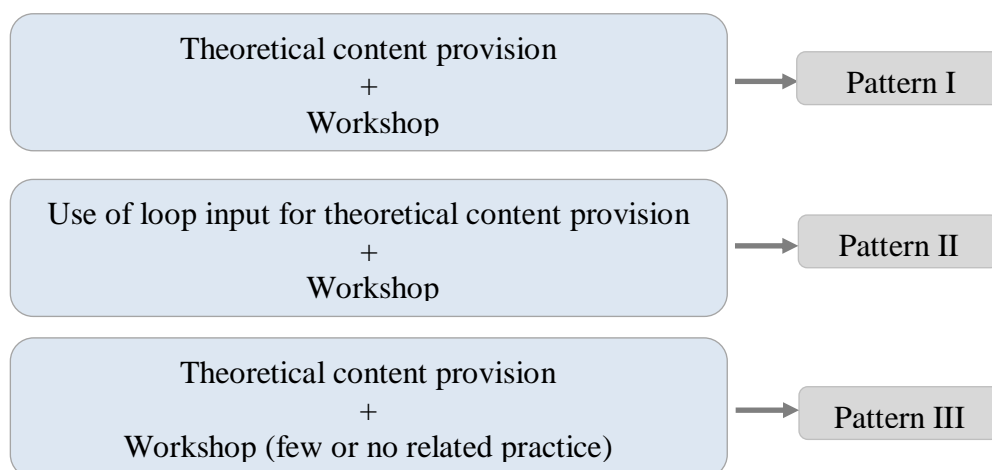
Figure 4.7. Patterns emerged in terms of session delivery.

The analysis of the seminar observation fieldnotes also revealed that although the methodological preferences of the teacher trainers and faculty members played a crucial role in the delivery of the session, some basic ways were commonly used by the teacher trainers and the faculty member observed by the researcher. To begin with, they generally started the lesson with an ice breaker or an attention gathering activity using an anecdote or a song. Most of the teacher trainers also informed the teachers about the aim of the session. The general approach used before introducing the theoretical background to the session topic was to encourage communicative interaction about the topic being discussed. This was done either through inquiring about teachers' current teaching practices and/or teaching backgrounds with an aim to initiate self reflection, or through facilitating discussion using pictures or questions related to the topic. There were some cases where two of the aforementioned approaches were followed successively.

Next, while introducing the conceptual framework for the session topic, almost all of the teachers relied on the PowerPoint slides and read from the slides or gave time to the teachers to read the slides. While reading the slides, some of the teacher trainers used questions to check the understanding of what was written on the slide or initiate discussions about it. Some of the questions asked were about the core concepts used regarding the language teaching and learning process

131

used in the slides. However, some other teacher trainers just kept reading and skipping some of the slides, which was not appreciated by most of the English teachers as it was mostly of teacher directed nature. Loop input was also used in some of the sessions and for the activities conducted within the theoretical sessions. Here, the content of the activities was closely related to the content covered in the session.

Upon the completion of the theoretical part of the sessions, mechanical activities were firstly used by some of the teacher trainers and these activities were followed by guided practice activities in some cases. The workshop sessions included activities that were closely related to classroom applications. The teachers worked in either pair or groups and had a chance to reflect on their teaching practices. Here it is important to note that as seen in Figure 4.7, some of the teacher trainers did not make use of sufficient activities in the workshop session. Instead, they talked about the current teaching realities with an aim to initiate self reflection and conducted one or two activities.

The analysis of the qualitative data gathered through the semi-structured interviews held with the teacher trainers, the teachers and the faculty members as well as the seminar observations and the INSET related documents also revealed that the teacher trainers and the faculty member made use of various teaching methods and techniques. Here, it is important to note that a constructivist way of teaching was used in some of the sessions and accordingly, the characteristics of a constructivist session were observed in those sessions, which was found quite effective by the teachers. To illustrate, information-gap activities, elicitation, use of discovery learning, inductive teaching, collaborative learning, and similar features of a constructivist classroom were observed. However, a traditional approach to training was also adopted in most of the sessions. Those sessions were characterized with lecturing and trainer-centered methodology where the teachers were passive listeners though some questions were used to initiate discussions in some cases. However, it is also crucial to note that there were cases where the teacher trainers made use of both ways of teaching in the same session, too. The use of lecturing in those sessions was inevitable as the teacher trainers relied heavily on the standardized PowerPoint presentations.

132

One other point characterizing the seminar was the picture of an ideal class drawn by the teacher trainers and faculty members without taking the current language teaching realities into consideration. It is interesting to note that this weakness was not only reported by the English teachers but also by a few teacher trainers who highlighted the theory focused nature of the seminar. Among the ignored aspects of the language teaching practices in Turkey were the use of course books, teacher workload, SBS, parent profile, and school administration, some of which were not dealt with adequately during the INSET as observed by the researcher as well. Though these problems were considered resistance based problems by some of the teacher trainers, classroom observations conducted by the researcher revealed that the teachers actually experienced them to a great extent, causing some impact problems, which will be discussed later.

Here, it is also important to note that English was used as a medium of instruction during the seminar. The teachers said that the use of English enabled them to overcome their prejudices about the INSET seminars and develop job motivation as they had limited practice of language use in their schools. Some of the teachers even stated that they admired the teacher trainers and they would like to become a teacher trainer. This was further supported by the analysis of the interviews conducted with the teacher trainers who said that the teachers in the cities they held the seminars asked them how they could be a trainer. One more contribution of the use of the target language was enabling self reflection which meant that the teachers turned back and reflected on their teaching practices and the role of the target language within their practices.

4.2.4. Material Use

The use of materials was one other sub-theme produced through the analysis of the transcribed interviews and seminar observation fieldnotes. Most of the materials used in the INSET seminar showed great similarity with those used in the TTPs. They were either used in exactly the same way they were used in the TTPs or adapted/developed by the teacher trainers.

The qualitative analyses of the data revealed that the use of the materials was not completely specified on session level except for the use of PowerPoint

presentations, which meant that the teacher trainers had instructional flexibility in the use of most of the materials, while they were expected to strictly follow the PowerPoint presentations. In other words, the material use was left to the methodological preferences of the teacher trainers and the teachers used self-developed materials in their sessions besides the pre-established ones such as PowerPoint presentations and some activity based materials. Teacher Trainer 2 said that they continuously updated their methodological knowledge through the use of internet and designed new materials and/or adapted the previously used materials. Likewise, Teacher Trainer 5 said that he made use of personal INSET materials with an aim to increase the retention of knowledge. However, while doing so, he paid extra attention to the selection of materials of reasonable price so that each and every teacher could afford to use it. Teacher Trainer 8 who believed that web 2.0 technologies would play a crucial role in language teaching classes told that he made use of online sources to motivate the English teachers as well as preparing them for a changing world.

Instructional flexibility in material use brought the issue of convergent use of materials as stated by most of the teacher trainers and faculty members. However, after the INSET standardization meeting this was avoided to some extent through the use of personal communication as stated by Faculty member 2. Figure 4.8 presents the materials used in the INSET seminar. The materials were grouped under two categories: standardized materials and unstandardized/ unspecified materials. The teacher trainers did not have any instructional flexibility while using the former while they had flexibility in using the latter. The major materials used in the INSET seminar were PowerPoint presentations, worksheets, audio-visual materials, audio materials, course book sourced materials, realia, technological tools, anecdotes, and stationery, which are explained in detail next.

4.2.4.1. PowerPoint Presentations

The PowerPoint presentations were of crucial importance in terms of guiding the trainers. Based on the analysis of the seminar observation fieldnotes, it was seen that PowerPoint presentations were made use of in each and every

session observed by the researcher complementing what the teacher trainers and the English teachers said. The PowerPoint presentations consisted of theoretical knowledge about the session topic, quotations from the books, and introduction and instructions for some activities accompanied by cartoons, clip arts, and/or animated gifs. In fact, they showed similarity with the TTP PowerPoint presentation in most of the aspects except the fact that they were standardized and developed compared to the PowerPoint presentations used in the TTPs. Moreover, they included less terminology respectively.
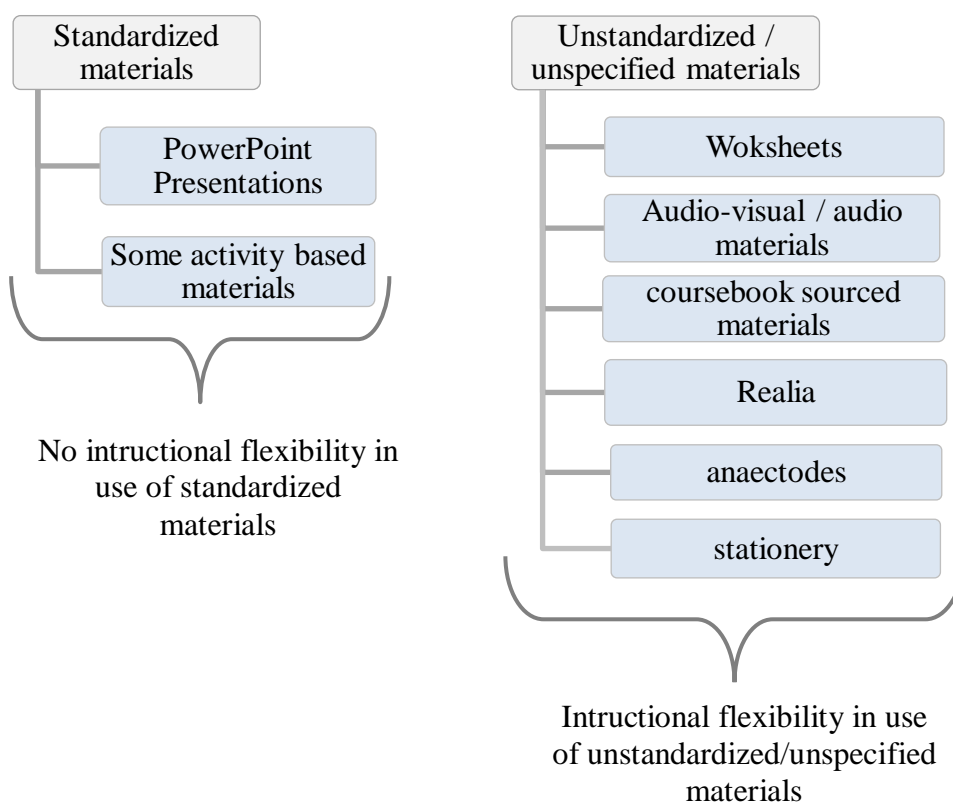
Figure 4.8. Material use in the INSET seminars.

What differentiated the PowerPoint presentations than most of the materials was that they were standardized and specified by the session, which meant that the teacher trainers did not have any instructional flexibility in the PowerPoint use. What they were expected to do was to deliver the standardized content on the PowerPoint presentations without skipping any slide. However, most of the teacher trainers said that they made some changes in the existing

PowerPoint presentations, skipping and adding some slides based on their methodological preferences as mentioned earlier. This was also observed by the researcher almost in each session of the INSET seminar. The trainers were not highly dependent on the PowerPoint presentations. Among the PowerPoint use related patterns emerged from the analysis of the observation fieldnotes were (a) use of a few slides and skipping the rest, (b) use of the slides for instruction giving and skipping the theoretical ones, or (c) great amount of dependence on the slides, but skipping too theoretical ones. The standardized use of PowerPoint presentations was found useful by some of the teacher trainers and the faculty members in terms of delivering the same content to each and every teacher all around Turkey as noted earlier and enabling the sessions to complement each other.

4.2.4.2. Worksheets

Worksheets were also used during the INSET seminar. They served three main purposes. First of all, they were used with an aim to check the understanding of the transmitted content knowledge. Among the comprehension based worksheets were fill in the blank exercises about the textual information, definition matching activities, and true/false style activities. Next, the worksheets were employed in order to supplement the theoretical knowledge delivered. To illustrate, descriptors of a level by CEFR and a sample rubric for a project assignment were among such kind of worksheets. Finally, worksheets regarding the practical component of the sessions were made use of, showing great similarity with the TTP materials. These photocopiable worksheets were composed of the activities about songs, poems, stories, and so on.

One of the problems reported about the use of photocopiable worksheets by a few teacher trainers was that they were overused in some sessions and were not to the point in some cases. In line with this, Teacher Trainer 1 said that they were considered the indicator of working hard and the some trainers used them in their sessions as a way of showing off.

4.2.4.3. Audio-Visual materials

Audio-visual materials were made use of in the sessions as well. These materials were used to encourage pedagogical applications and address the integrated skills. Teacher trainers said that as listening was one of the less emphasized skills in Turkey, it was important to encourage teachers to use listening activities in class, possibly making use of various online sources, such as YouTube. Among the audio-visual and audio materials were music clips, songs, short video extracts, and commercials.

4.2.4.4. Course Book Sourced Materials

Course book sourced materials were also reported to be used in the sessions. The teacher trainers said that they used materials from the curricula based on their methodological preferences. For instance, sample projects on the website of the Board of Education (BoE) were used in the sessions based on the preference of the teacher trainers.

The qualitative analyses of the interviews conducted with the faculty members, teacher trainers, and the English teachers revealed that currently used course books were not sufficiently used in the INSET seminars. Teacher Trainer 8 said that they had limited time and a hectic lifestyle, avoiding them to allocate more time to design activities making use of the course books. However, he also noted that the use of course book based materials persuaded the teachers and enabled them to see how they could exploit a material in a different way. Similarly, the English teachers said that the seminar would have been much more successful if it had provided them with more examples from the course books they used in their classes.

4.2.4.5. Realia

One other type of the materials used in the sessions was the realia. The teacher trainers said that they made use of the realia in their sessions depending on the features of the sessions. Realia use was also observed by the researchers in few sessions. Among the realia used in the sessions were toys, an umbrella, chewing gums, and erasers. Realia use was closely related to the preferences of

the teacher trainers. To illustrate, Teacher Trainer 7 said that she made use of economic and ergonomic items in her sessions to encourage implementation.

4.2.4.6. Anecdotes

Anecdotes were regarded as the materials guiding the training process, enabling the teachers to reflect on their teaching practices, and communicating messages to the teachers. The analysis of the observational data revealed that the teacher trainers and the faculty member told anecdotes in their sessions, mostly complementing the message delivered in the session. The use of anecdotes was also appreciated by the English teachers, and they were observed to participate in session discussions through sharing their own experiences.

4.2.4.7. Stationery

Stationery was one of the materials employed in the sessions. It was used in the practical sessions to enable the English teachers experiment with the activities. Among the mostly used stationery were crayons, cardboards, tack-it, scissors, copy papers and similar materials.

4.2.5. Problems and Coping Strategies

The problems encountered during the INSET seminars and the coping strategies employed to deal with them emerged as a sub-theme regarding the implementation phase of the seminars. The problems encountered by the teacher trainers and the faculty members are specified in figure 4.9. The white boxes present the problems while the light blue ones demonstrate how a specific problem was dealt with. It is important to note that some of these problems had been experienced by the teachers while some others were noted as the potential problems that might be encountered during the use of the new knowledge and skills.

The first problem encountered on the very first day of the INSET seminar was a verbalized problem regarding the planning phase of the INSET seminar as noted earlier within the planning phase of the study. The teachers complained that

Problems encountered during the seminar	Coping strategies

Problems encountered during the seminar:

- Complaints about the language teaching policies (e.g., number of language courses)
- Negative attitudes of Ts to TTs (due to having similar background) and faculty members
  - reluctant to participate in lessons / lack of motivation
  - Demonstrating negative behaviours
- Complaints about the quality of course books
- Lack of equipment in schools
  - e.g. internet for Dynet
  - e.g. Tape recorders
- Questioning the applicability of the activities / materials
- Negative attitudes of Ts due to prejudices towards the seminar
- Negative attitudes of Ts about attendance policy and planning
- Negative attitudes of school administration to communicative language teaching

Coping strategies:

- Use of examples/ anecdotes & active listening
- Use of examples from literature (e.g., hamburger technique)
- Info and examples of course book adaptation
- Delivery of course book evaluation form → inductive reasoning
- Introducing other tools (mobile phone application, speakers, MP3, voice bomb)
- Use of examples/ anecdotes /quotations
- Encouraging self-questioning
- Use of ice-breakers
- Active listening
- Providing practical solutions (e.g. washing line) & encouraging finding solutions

Figure 4.9. Problems and coping strategies.

139

they were called upon the seminar on the last working day of the week, and this last minute call caused some transportation and accommodation problems, respectively. The analysis of the interviews conducted with the teacher trainers, faculty members, and the teachers and the seminar observations revealed that this affected teachers' attitudes to the seminar in a negative way and manifested as complaints during the first hours of the seminar. What the teacher trainers and the faculty members did was to actively listen to the teachers and empathize with them when the problem arose. However, they did not comment a lot about the planning problem introduced.

One other problem experienced in the initial phase of the INSET emerged as the negative attitudes of the teachers to the INSET seminar as a concept. The interviews conducted with the teacher trainers, faculty members, and the English teachers who were involved in the study as well as those conducted at an informal level with the other English teachers during the seminar revealed that the prejudices the teachers held about the way the seminars were held affected their attitudes to the training event negatively. They said that they were expecting a classic seminar, where a teacher trainer would lecture about a topic and a great number of the teachers would listen to the teacher either without doing anything else or showing off-task behavior. It is interesting to note that Emre said that some teachers even brought novels to read in the sessions as they were expecting a classic INSET delivery. Teacher Trainer 8 said that they could solve this problem with the use of appropriate ice breakers. Moreover, most of the teacher trainers and faculty members said that the reluctant teachers developed better attitudes to the process as they discovered that the current seminar was significantly different than the previous ones as they experimented with new activities.

The next problem emerged through the analysis of the interviews and the observation fieldnotes was related to the current language teaching policies. Some of the teachers said that instead of having INSET seminars, there was an urgent need to go back to previous language teaching policies, and increase the number of the teaching hours respectively. The teacher trainers used anecdotes and examples to deal with this problem as well as raising awareness on the purpose of

the current teaching process employed. However, they were mostly the active listeners.

The negative attitudes of some of the teachers to the trainers and even some faculty members were regarded among the problems encountered as having negative attitudes resulted in lack of teacher motivation, reluctance to participate in the sessions, and most importantly not taking the INSET seminar serious as stated by both the teacher trainers and faculty members. Both the teacher trainers and faculty members said that the reason underlying the negative attitudes of the teachers towards the teacher trainers was the background of the teacher trainers, which meant that some of the teachers did not want to be trained by the trainers who had almost similar teaching background with them. Although it was not quite easy to deal with this problem, Teacher Trainer 4 said that he used indirect examples from the literature (e.g., hamburger technique) to give messages to the teachers. Similarly, Teacher Trainer 8 said that he used quotations and examples to deal with the problem.

The quality of the currently used course books was another problem reported as a barrier to the transformation of knowledge and skills. The teachers said that the current course books were not compatible with the new curricula and overloaded for especially the 7th and 8th grades. What the teacher trainers did to deal with this problem was to encourage the teachers to fill out a course book evaluation chart and enable them to discover that the course books they used were actually consistent with the curricula. Moreover, the teachers said that the course books were overloaded, and the inspectors from the MoNE checked whether the course books were covered by the teachers through having a look at the students' books. How the teachers could adapt course books was explained by the teacher trainers through the relevant PowerPoint presentation which was theoretical in some aspects as stated by the English teachers. Most importantly, the teachers were suggested to employ their own methodological preferences in consistence with the current curricula, which seemed to have an impact on the teachers' practices, as will be discussed later within the impact phase of the study.

The negative attitudes of the school administration to the communicative use of language were reported to be a barrier to the classroom implementation of

the newly learned and/or refreshed knowledge and skills. One of the causes of this was the noise produced as a result of the group work activities. One other reason was reported by a teacher in the section observed by the researcher is that the outputs prepared by the students caused damages on the walls of the old school building when hung on the wall. Accordingly, the principle of the school forbade hanging any student outputs on the wall, which decreased teacher motivation. At that point, Teacher Trainer 3 shared an experience from her teaching context and explained how she used a washing line to hang student outputs in class. She said that the students liked the idea of hanging their products on a washing line using the clothes pins. Upon giving the example on the topic, she encouraged the teachers to think about the versatile use of objects for classroom use. The teachers attentively listened to the idea introduced by the teacher trainer. The analysis of the data revealed that the idea introduced by the teacher trainer was used by a teacher as an after seminar practice.

One of the resistance based problems emerged was the lack of equipment. The teacher trainers and some of the teachers interviewed stated that they would have difficulty in implementing the knowledge and skills they gained in the seminar into practice due to the lack of equipment. To illustrate, in one of the sessions observed by the researcher, some teachers said that they did not have a CD player at school. At this point, the teacher trainer said that nothing was impossible and it was the teachers who could turn the weaknesses into strengths. She came up with some solutions such as using a voice bomb (high volume tiny speakers), mobile phone applications, speakers, or converting listening texts into MP3 file format and explained how they could use each in brief. The analysis of the interviews conducted with the English teachers revealed that they liked the idea of voice bomb and planned to use it in the near future, which will be discussed in the impact phase of the study with the relevant patterns emerged.

Last but not the least, the analysis of the interviews with the teacher trainers and English teachers as well as the seminar observation fieldnotes revealed questioning the applicability of the materials and activities as a problem to be dealt with as it was mainly resistance sourced. Some English teachers continuously said that it would be quite difficult to use the suggested materials or

142

activities due to the school level, class profile, class size, SES of the families, and similar situations. What the teacher trainers did was to encourage self reflection through raising awareness on the current practices of the teachers and use anecdotes and quotations to show that everything was in their hands and they could transform the knowledge and skills into practice if they really wanted to do.

4.2.6. Trainer Competencies

Trainer competencies were one other sub-theme produced from the analyses of the interviews conducted with the teacher trainers, faculty members, and the English teachers and further supported by the seminar observations held by the researcher. Within this theme, the following sub-themes emerged: teacher trainer competencies, faculty member competencies, and native speaker competencies.

4.2.6.1. Teacher Trainer Competencies

The competencies of the teacher trainers emerged as the first sub-theme regarding the trainer competencies. The analysis of the transcripts of the interviews and the observation fieldnotes revealed three patterns regarding the way the teacher trainer competencies were described: differences between the generations, differences within the generations, and individual differences as demonstrated in Figure 4.10.

Differences Between the Generations: As explained and discussed before, two generations of teacher trainers were trained through the TTPs. Based on the analyses of the interviews conducted with the teacher trainers and faculty members, some expressed differences between the generations were identified.

To begin with, the frameworks of the TTPs organized for both groups of the teacher trainers showed variations, making the first generation more advantageous than the second one. Firstly, the content, duration, and the number of the TTPs differed. The first generation teacher trainers (FGTTs) had a more detailed and comprehensive training program compared to those in the second generation who had intensive training in a limited time. The second advantage of
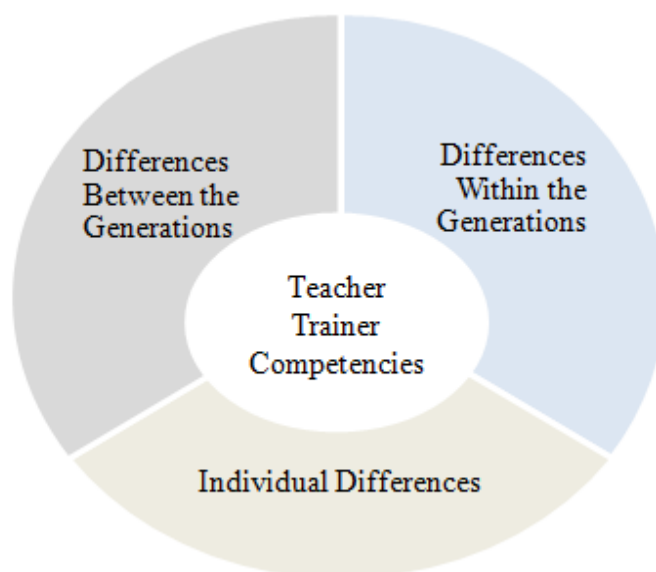
Figure 4.10. Differences in teacher trainer competencies.

the first group was the actual practice opportunity which was provided at the fourth step of the training at Başkent University, enhancing the knowledge transformation competence of the FGTTs. As explained earlier, more than 100 English teachers were invited to Başkent University as the subjects and they were trained by the FGTTs who were observed by the faculty members during this process and got immediate feedback on their practices upon the completion of the sessions. However, the second generation teacher trainers (SGTTs) did not have such a training opportunity for practice before their first teacher training assignment was done. Considering that the FGTTs had a six-week training program including the actual training practice and the SGTTs had three weeks of training, the teacher trainers and the faculty members indicated the explicit differences between those two groups in terms of the competencies they held. Faculty Member 2 highlighted the importance of reflective training which was provided to the FGTTs and said that the they were better in terms of the knowledge and skills they had, qualities they held, and awareness they developed through the process. What she suggested was a refresher course for the SGTTs to close the gap between the FGTTs and the SGTTs.

Next, the trainer trainers responsible for delivering the content of the TTPs differed, having a tremendously important effect on the training practices of the teacher trainers. The FGTTs were trained by the faculty members and native speakers from the British council and American Embassy. However, the SGTTs were trained by mostly the FGTTs and a small number of faculty members and native speakers. Accordingly, the teacher trainers said that the FGTTs modelled the faculty members and adopted their practices while some of the SGTTs did not take the trainings and trainers seriously.

The teacher trainers said that the difference in the competencies of the teacher trainers resulted in positive discrimination of the top management in the FGTTs, which created conflicts between the generations. They said that the Board of Education (BoE) would invest in the FGTTs by sending them to the USA so that they could have further training in the field. The SGTTs told that they developed anxiety due to the attitude of the upper management and had uncertainty about their future. What was reported by the teacher trainers from the two generations of teacher trainers was that the SGTTs developed the feeling of exclusion, respectively. Interestingly, two SGTTs told that the indicated generation differences increased the relatively high contribution of the SGTTs to material development process which was compatible with the currently used methods and techniques. Teacher Trainer 6 said that this was a way of proving themselves to FGTTs and faculty members. As a result, they believed that the indicated differences resulted in the gradual development of the SGTTs.

Differences Within the Generations: The analysis of the interviews especially the ones conducted with the teacher trainers revealed that there were some indicated differences within the generations, specifically within the FGTTs. The differences within the FGTTs appeared upon the completion of the first TTP process. As noted earlier, the teacher trainers said that the first assignment of the teacher trainers was done considering their competencies. Some of the teacher trainers said that language competence of the teacher trainers as well as their methodological preferences were taken into consideration while doing the first assignment. Accordingly, after the first TTP, some FGTTs started to train the English teachers in the local INSET seminars while some others were selected to

145

train the TTCs in the second TTP, creating some within group conflicts in terms of the teacher trainer competencies.

Individual Differences: Apart from the within and between generation differences, individual differences in field and knowledge transformation competence of the teacher trainers also emerged as a sub-theme from the analysis of the interviews conducted with the teacher trainers, faculty members, and the English teachers. Moreover, this sub-theme was further supported by the analysis of the seminar observation fieldnotes.

First of all, the language competence of the teacher trainers differed to a great extent. Some teacher trainers had an excellent command of language while some others used the target language characterized by some accuracy and fluency problems. The teacher trainers said that low and even medium levels of language competence resulted in teachers' developing negative attitudes to the process and the teacher trainers, which was also observed by the researcher during the seminar. Teacher Trainer 8 said that pronunciation mistakes the teacher trainers made caused them to lose face and to be criticized by the English teachers harshly. The analysis of the interviews conducted with the teachers complemented this finding.

One other difference among the teacher trainers was related to how they transformed the knowledge and skills they held to teachers. Empathizing, using sense of humor, being flexible, acting, showmanship, and even being presentable were among the qualities that differentiated the teacher trainers from each other. Apart from the qualities they held, the methodological preferences of the teacher trainers changed from trainer to trainer. Some teacher trainers adopted a constructivist way of teaching while some others used lecturing as the main method, heavily relying on the PowerPoint presentations, with less field competence. The analysis of the data revealed that the teacher trainers who had a low level of language competence used a more traditional way of teaching compared to those with a high level of language competence.

The reasons which created individual differences among the trainers were found to be related to their views about professional development and methodological preferences. Faculty Member 3 stated that the lack of goal

attainment, approach to teaching, and most importantly motivation to learn created differences among the teacher trainers. Similarly, Faculty Member 1 said that although she found the trainers competent, some of them seemed to have motivation problems, resulting in negative attitudes of the teachers to the sessions. What Faculty member 2 stated was closely related with the previous ones. She said that there were individual differences to professional development and added that some teacher trainers did not take the feedback given on their performances seriously while some others tried to improve themselves throughout the process.

4.2.6.2. Faculty Member Competencies

The analysis of the interviews conducted with the teachers trainers, faculty members, and the English teachers and the seminar observation fieldnotes revealed that there were two different perspectives about the field and knowledge transformation competence of the faculty members involved in the seminars. The comments made by the teachers were limited to their interaction with one faculty member who was in charge of delivering some of the sessions during the seminar. However, the faculty members and teacher trainers' perceptions about the faculty member competencies derived from their involvement in the TTPs as well as the INSET seminar processes, which could possibly resulted in differences in the opinions of the participants about the faculty member competencies. Involvement of the faculty members and native speakers during the process was regarded as a strength of the INSET although some of them were considered having low competencies. Some of the teacher trainers and the teachers said that involvement of the native speakers and faculty members enabled the teachers to develop positive attitudes to the seminar encouraged the teacher trainers to learn from them.

All of the English teachers except one said that the faculty member involved in the INSET was highly competent. Almost half of them even stated that she was better than the teacher trainers in terms of having better educational background, language competence and communication skills, and creating positive attitudes to the INSET seminar. Moreover, she was found to have a high level of self confidence and demonstrated creativity. The teachers said that the

faculty members attracted their attention easily and delivered the content through actively involving them, which made her successful. The positive attitudes of the teachers to the faculty member were further supported by some of the teacher trainers who said that the teachers had positive attitudes to the faculty members whatever their sessions were and however these sessions were delivered.

Contrary to what was reflected by the teachers, the teacher trainers and faculty members involved in the study said that there were observed differences among the faculty members in terms of the competencies they had. The competency pattern demonstrated by the faculty members was similar to the one held by the trainers. Almost half of the teacher trainers stated that some of the faculty members had a high level of field competence but low knowledge transformation competence, which meant that although they had a great understanding of the theoretical content and terminology in their field, they could not effectively transform this knowledge to the participants. Moreover, some of the faculty members were found to be far away from the current teaching realities and focused on the ideal situation as also described by Emre.

The teacher trainers stated that they found some of the faculty members' sessions quite enjoyable and productive. They said that such sessions were characterized by use of sense of humor, correct vocabulary choice, appropriate use of posture, body language and eye contact. Moreover, the teacher trainers explained that the personal characteristics of the faculty members such as being positive were important in the efficiency of the session. Methodological preferences of the faculty members were regarded as a way of revealing their transformation competence. The faculty members who used a constructivist way of teaching were reported to be better than those who used lecturing and heavily depended on the PowerPoint slides. However, the analysis of the data revealed that the number of the faculty members using traditional methods in the TTPs and local INSET seminars was quite high.

The teacher trainers also compared the teacher trainer and faculty members. While the teacher trainers were considered more knowledgeable in terms of having the knowledge of the current language teaching practices, the faculty members, were thought to have the knowledge of theory besides knowing

how, which meant that they knew how to give feedback to the trainees. In line with this, the teacher trainers who had positive attitudes about the faculty member thought that the number of the faculty members in the seminars especially in the TTPs should be increased.

4.2.6.3. Native Speaker Competencies

The teacher trainers and one of the faculty members involved in the study said that the native speakers of English were asked to attend the seminars as English was their mother tongue. Positive attitudes of the teachers towards the native speakers made them an inevitable part of the training process as well. However, the analysis of the data revealed that some individual differences existed about the field and knowledge transformation competencies of the native speakers.

To begin with, some of the native speakers were reported to have a high level of field competence, but were not found competent enough in transforming their knowledge and skills to the teachers. These native speakers mostly used traditional methods in session delivery. Secondly, there were some native speakers who had a good command of the session delivery, but did not have sufficient field knowledge. Next, some native speakers were found to be competent in both domains although the number of such trainers was limited. Finally, interestingly, some native speakers were reported to be incompetent in both domains.

The teacher trainers and one of the faculty members mostly regarded native speakers incompetent. The teacher trainers involved in the study said that the native speakers were far away from the current national and local teaching realities in Turkey, and they did not have sufficient information on the new curricula, currently used course books, student expectations and problems encountered such as crowded classes although some of this knowledge was generic. The examples and case studies they used in their sessions were from the other countries such as India which did not either reflect or give a hint on the Turkish education system as stated by the trainers. There was no native speaker involved in the seminar observed by the researcher. However, the pilot study

149

conducted with the English teachers revealed that these teachers also did not find the native speaker competent in transforming the knowledge and skills she had to the teachers.

4.3. Evaluation of Staff Development

The third research question addressed in the study was about the evaluation dimension of the INSET seminars organized for the English teachers by the MONE. Compared to the other three phases of the INSET seminars, namely, planning, implementation, and impact, evaluation was the step which the researcher got the least information about in the interviews. The analysis of the transcribed interviews conducted with the English teachers, teacher trainers, and faculty members revealed three themes regarding the evaluation component of the INSET seminars: (a) INSET seminar evaluation, (b) trainer evaluation, and (c) teacher evaluation, which is demonstrated in Figure 4.11 with the related sub-themes.
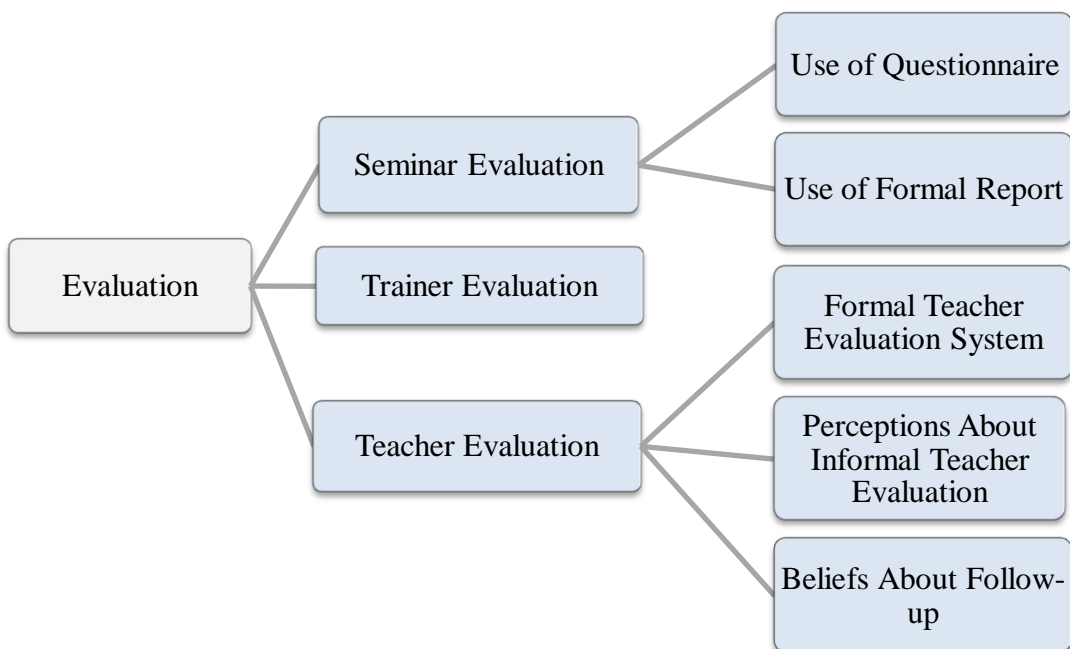
Figure 4.11. Sub-Themes and codes regarding the evaluation of staff development.

4.3.1. INSET Seminar Evaluation

The first sub-theme emerged regarding the evaluation dimension of the INSET seminars was the INSET seminar evaluation. The seminar evaluation was reported to be done in two ways at a very surface level, namely, through the use of a questionnaire and a formal report.

4.3.1.1. Use of Questionnaire

The first tool employed to evaluate the INSET seminar was a Likert type seminar evaluation questionnaire. The teachers were asked to evaluate the effectiveness of the sessions by filling out the questionnaires administered in the last session on Friday by the teacher trainer who was in charge of delivering that session. In the questionnaire, session names were written without the names of the teacher trainers who were in charge of delivering the sessions. However, Teacher Trainer 1 stated that the questionnaire results would be later matched with the names of the teacher trainers by the MoNE to have an overall idea of the performance of the teacher trainers. The teacher trainers stated that they had a very limited time to take a look at the comments made by the teachers upon the completion of the questionnaires. Accordingly, they also said that they could not see the whole feedback due to the lack of time.

The completed questionnaires were collected and sent to the MoNE for analysis. At this point, most of the teacher trainers stated that they had not received any feedback on the results of the questionnaires by the MoNE except one seminar until then. Teacher Trainer 4 stated that the questionnaire results of that specific seminar revealed 70 to 80 percent of satisfaction regarding teachers' attitudes to the INSET seminar and teacher trainers. Teacher trainer 8 considered the feedback given on the questionnaires as unsystematic as they got feedback only once from the MoNE and similarly Teacher trainer 2 regarded such an evaluation as formality.

The teacher trainers interviewed also commented on the questionnaire which was used to evaluate the INSET seminar. Three of the trainers found this evaluation system ineffective as they thought the results of the questionnaires reflected biased attitudes of the teachers to the INSET seminar and teacher

151

trainers involved in the process. One of the reasons underlying this was the developed relations between teacher trainers and teachers during the seminar. This bond was thought to affect teachers' answers negatively on the basis of the type of the bond between teachers and teacher trainers. One other reason why the teacher trainers found the questionnaire unhealthy was the lack of attention given by the teachers to the questionnaire. This was thought to be resulted from the day on which the questionnaires were administered. As the questionnaires were given in the last session of the INSET, the teachers might not have concentrated on the questionnaire, making it ineffective to some extent. Although Teacher Trainer 4 stated that the questionnaire needed revision. Teacher Trainer 6 stated that the use of a questionnaire still provided feedback on the process in spite of its weaknesses.

4.3.1.2. Use of Formal Report

The second tool employed to evaluate the INSET seminar was a report written to the MoNE upon the completion of the seminar. Teacher Trainer 1 stated that they were expected to write a standardized feedback report to the Board of Education (BoE) to inform them about the process. However, as noted earlier, there seemed to be lack of communication between the MoNE and teacher trainers in terms of taking actions for the identified problems occurring in the INSET seminars. Considering this, Teacher trainer 1 stated that there was a lack of efficient feedback system between the MONE and the trainers.

4.3.2. Trainer Evaluation

As explained earlier, a number of teacher trainers and some faculty members were in charge of delivering the INSET seminars, making the trainers a part of the evaluation system as well. Based on the qualitative analysis of the transcribed texts, the second theme emerged was teacher trainer evaluation. The teacher trainers and faculty members interviewed stated that there was no formal teacher trainer evaluation employed by the MoNE. Although teacher trainers were not formally evaluated, it seemed that there was a perceived informal trainer

evaluation, which was assumed to be made by the BoE and teachers attending the INSET.

To begin with, a few of the trainers stated that their performance was evaluated by the BoE in an informal way. What they meant by the informal observation was developing some ideas about the performance of the teacher trainers not in a single INSET seminar but throughout the process. As noted earlier, there was an educational representative from the BoE in each and every seminar and they spent time with the teacher trainers ensuring that the seminar could be conducted flawlessly. The regular attendance of the teacher trainers to the sessions was among the points that helped the upper management to have an idea about teacher trainers' performance level. Teacher trainer 6 stated that the questionnaire administered by the MoNE at the end of the INSET seminars was used to complement the developed ideas about teacher trainers' performance level.

Apart from the perceived informal observation thought to be conducted by the MoNE, perceived informal observations done by the teachers attending the INSET seminar seemed to be a part of the trainer evaluation process. Naturally, teachers also commented about the seminar and/or teacher trainers either directly on the face of the teacher trainer or in small discussions held during the session breaks. Teacher Trainer 3 stated that what the teachers mostly commented was the language competence of the trainers and input provided in the seminar. Teacher trainers' use of the target language accurately and fluently seemed to play an important role in teachers' ideas about the trainers, which was also revealed as a sub-theme of teacher trainer competences earlier in the chapter.

Here, it is important to note that one of the teacher trainers, Teacher Trainer 8, stated that he used the feedback given by the teachers for the purpose of self reflection. He stated that he gave small note cards to the teachers at the end of the sessions and kindly asked them to give feedback on the session, which he later used to reflect on his training process. He added that the feedback had been positive so far. Actually, what Faculty Member 2 suggested was in parallel with what Teacher Trainer 8 did in his sessions regularly. She suggested the use of daily evaluation form filled by the teachers so that a healthier reflection could be

made on both the INSET seminar and the performance of the teacher trainers. She also suggested establishing a trainer evaluation system, which would include oral feedback given by the faculty members/trainers. However, she highlighted the importance of the constructive feedback for development for the success of such a system.

4.3.3. Teacher Evaluation

Teacher evaluation appeared to be the second theme revealed through the qualitative analysis of the transcribed interviews. Within this theme, the following sub-themes emerged: (a) formal teacher evaluation system, (b) perceptions about informal teacher evaluation, and (3) beliefs about follow-up.

4.3.3.1. Formal Teacher Evaluation System

The first sub-theme emerged through the qualitative analysis of the interviews regarding teacher evaluation was the formal teacher evaluation system. Ten teachers who were involved in the study stated that they did not go through any formal evaluation process regarding their participation to the INSET seminar, which meant that their participation to the seminar was not graded or evaluated at all. When asked whether they would like to be formally evaluated after the completion of the INSET seminars, the teachers displayed negative attitudes about the formal teacher evaluation process. To illustrate, Hakan stated that written evaluation of the knowledge and skills gained through the seminar would be nothing but formality as there would not be any reliable results taking the duration of the seminar into consideration as well. Similarly, Ada stated that there was no need to go through a formal evaluation process, emphasizing the actual purpose of the INSET seminars. She stated that INSET seminars were conducted with an aim to contribute to the professional development of teachers, and the actual purpose of those seminars should be to increase teacher motivation rather than testing teachers' knowledge and skills. Only Emre seemed to be in favor of a formal teacher evaluation system after the completion of the INSET seminars. However, he stated that there needed to be more input given in a longer duration so that a healthy evaluation process could be conducted.

The teacher trainers and faculty members involved in the study were also asked their opinions about the formal teacher evaluation system. The teacher trainers who responded to this question stated that they personally disagreed with a formal teacher evaluation system. Teacher Trainers 1 and 4 stated that they found such an evaluation system, probably pen and paper test, inefficient as it would not reveal any information about the actual teaching practices of the teachers. Similar to what was said by Ada, Teacher trainer 3 stated that conducting a formal evaluation system would display inconsistency with the goals of the INSET seminars. She added that on the case of such an evaluation approach, teachers would become exam-oriented and focus on the INSET content with an aim to pass the test to be administered at the end of the seminar. Thus, this would result in teacher dissatisfaction and even interruption to the sessions delivered by the teacher trainers, killing the actual purpose of the seminars. Similarly, Teacher Trainer 7 stated that teacher anxiety would appear as a result of a possible teacher evaluation system, especially considering the teachers who were anxious about the use of the target language. Faculty Member 1 also found evaluating teachers upon the completion of the seminars quite meaningless as the duration of the INSET seminar was very short for such an evaluation. She stated that there needed to be at least three months to know the teachers and evaluate them, especially considering the high number of the teachers in one class (approximately 40 teachers). What Faculty members 2 and 3 suggested was establishing a follow-up system instead of a formal teacher evaluation upon the completion of the INSET seminar, which will be discussed next in detail.

4.3.3.2. Perceptions About Informal Teacher Evaluation

Perceptions about informal teacher evaluation was the second sub-theme identified through the qualitative analysis. It is important to note that although all of the teachers stated that there was no formal evaluation of teachers' participation to the INSET, four teachers stated that they underwent an informal evaluation process. The way those teachers perceived the informal observation process depended on their perceptions about the concept of evaluation. Three of the teachers regarded this evaluation process as the informal observations of the

155

teacher participation to the sessions by the teacher trainers. In line with this, two of these teachers stated that the teacher trainers expressed their appreciation about the high level of teacher participation at the end of the week. However, one of these teachers stated that teacher trainers appreciated the participation of teachers in other sections as well, possibly to encourage them to have a smooth transition to the implementation process. Another way of the informal observation by the teacher trainers was reported to be the teachers' use of the target language in classroom activities and discussions.

The teachers stated that they got a certificate of attendance upon the completion of the INSET seminar. There seemed to be different ideas regarding the potential contribution of the certificate to the teachers. Most of the teachers reported that they were not sure about how and when to use the certificate. Bora stated that certificates of attendance had been previously used for the promotion purposes, but they were not used for that purpose anymore. Two teachers clearly stated that they would not make use of the certificate in any case. Here, it is important to note that although the teachers were not quite sure about the potential contributions of the certificate, two teachers deeply appreciated the certificate. Defne stated that it had spiritual value for her while Emre stated that if the MoNE gave a certificate, he would definitely use it somewhere.

4.3.3.3. Beliefs About Follow-up

The teachers were also asked their perceptions about a possible follow-up after the completion of the INSET seminars. Except two teachers, all of the teachers stated that there was a need for the follow-up. The reasons underlying the need for follow-up were noted as creating consciousness, encouraging implementation of the knowledge and skills gained through INSET seminars and providing guidance to the teachers. Within the framework of the guidance, Selin stated that the follow-up would enable them to collaborate with teacher trainers and encourage sharing methods and techniques, which will help her to better her teaching practice based on the given feedback. However, Bora stated that the follow-up observations should not be like the observations conducted for actual teacher evaluations. Instead, the follow-up should focus on the evaluation of the

effectiveness of teachers' after seminar practices through getting teachers' opinions into consideration. One other benefit of the follow-up put forward by Defne who said that the follow-up system would be influential for the teachers with lack of self monitoring skills.

Although the teachers stated that the follow-up should be conducted on a voluntary basis, Emre stated that it should be compulsory. What he suggested was a control mechanism of the MoNE over the actual teaching practices of the teachers through the observations conducted. He suggested that teachers could be observed based on predetermined criteria, and those who were not found successful in translating the knowledge and skills gained through the seminar into their classroom practices would be given a longer INSET seminar to develop their teaching practices. How the follow-up should be conducted was suggested by the teachers as well. The first suggestion received was about the careful selection of the teacher trainers who were expected to conduct classroom observations. Ceyda stated that the characteristics of the teacher trainers were of crucial importance in the successful working of the follow-up system. In line with this, having a positive attitude to the teachers was suggested as one of those characteristics. Type of the feedback to be given by the teacher trainers was also among the suggestions made by the teachers. Selin, Merve, Hakan, and Bora emphasized the importance of constructive feedback giving in follow-up observations. Within this suggestion, Hakan stated that the constructive feedback, if done properly, could allow self-reflection, and thus, they could identify their weaknesses to be developed.

As opposed to eight teachers who were somehow in favor of the follow-up system, Ada and Kuzey stated that a follow-up system to be introduced after the completion of the INSET seminars would be inefficient. Each teacher commented on this potential inefficiency differently. Ada's concern was about perceptions of the teachers regarding the "follow-up concept". She stated that follow-up would be regarded as a control mechanism of the MoNE over the teachers, and this would result in teachers pretending to comply with the curricula and making preparations for the observations to be conducted by the teacher trainers, which would cause inefficiency of the follow up system. She said

...People are their own control mechanisms. They learned something in the seminar. I mean, if they are aware of this responsibility, they will think about how to use that knowledge, how to make it more productive, and how they could become better. That's all about the person himself. I mean, it is important to enable them to develop that feeling of responsibility in the seminar

In line with this, she suggested that a self control mechanism should be encouraged during the INSET seminar instead of setting up a follow-up system. What Kuzey claimed about the inefficiency of introducing a follow-up system was resulted from the number of the observations to be conducted by the teacher trainers. He stated that there would be probably limited observations due to the facilities of the MoNE, and thus, it would be quite difficult for the teacher trainers to capture the whole picture about the way teachers implemented the knowledge and skills gained through the INSET seminars. To illustrate, he stated that he spontaneously used the knowledge and skills gained through the INSET, which meant that there was no certain time for his use of those skills and knowledge. Accordingly, on the condition of a follow-up observation, the teacher trainers might note that the teacher did not transform what he had learnt through the INSET into his teaching practice though this was not the case.

4.4. Impact of Staff Development

The last research question addressed in the study was about the impact of the INSET seminar on the English teachers and their actual classroom practices. As demonstrated in Figure 4.12, the analysis of the interviews conducted with the teachers and observations held in their classes produced the following sub-themes regarding the impact of staff development: (a) impact on pedagogical beliefs, (b) impact on pedagogical content knowledge, (c) impact on actual classroom practices, (d) impact on personal and professional growth, and (e) impact on students.
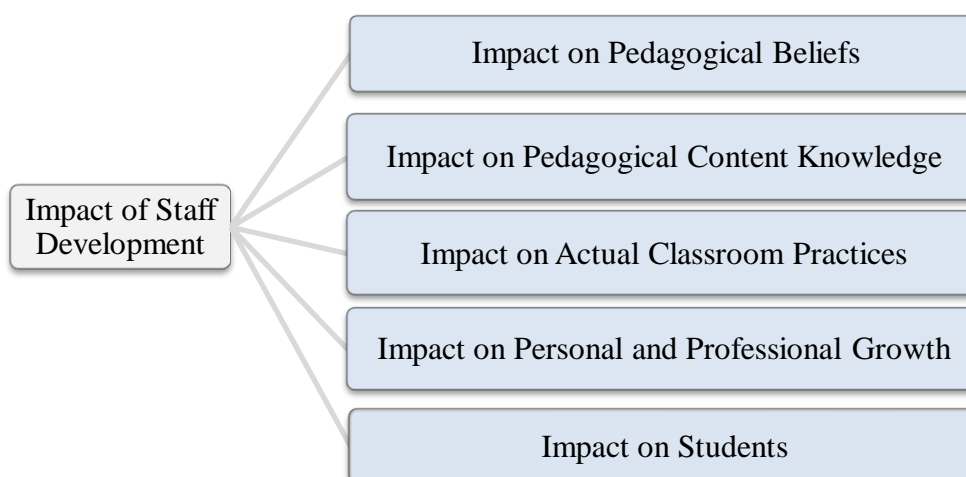
Figure 4.12. Sub-themes and codes regarding the impact of staff development.

4.4.1. Impact on Pedagogical Beliefs

The analysis of the transcribed interviews conducted with the English teachers and observation fieldnotes taken during the classroom observations by the researcher revealed that the INSET program seemed to have an impact on the pedagogical beliefs of the teachers in a significant way. The change in the pedagogical beliefs of the teachers started with the self-reflection process. As they stepped back and reflected on their actual classroom practices, they noticed that although they had knowledge and skills aligned with the new curriculum, they had not sufficiently implemented those in class. To illustrate, some of the teachers said:

> When I reflected on my teaching during the seminar, I *thought about what I should do as a language teacher* and decided to change. And I gradually benefit from it [change process]. (Hakan, emphasis added)

> As a result of the education I got at the university, the methods and techniques I used, and the seminar that reminded this to me, I had a three stage thought. I thought myself in three different points. I noticed that I had weaknesses. Actually I better *noticed that there were things I hadn't put into implementation*. In this sense, it [the seminar]was very useful in terms of questioning myself. (Cansu, emphasis added)

159

…I learned how important the things I hadn't done just by saying "There is no need", "I can't do this" and I learned that I shouldn't take the easy way out. (Defne)

Engaging in the self reflection process seemed to manifest a change in teachers' pedagogical beliefs related to (a) use of L2, (b) use of a communicative way of teaching, (c) focus on language skills, (d) textbook dependence, (e) material use and development, (f) classroom management, (g) error correction, and (h) approach to measurement and evaluation, which will be presented next.

Use of L2: All of the teachers involved in the study reported a substantial change in their pedagogical beliefs regarding the use of L2 in instruction. They said that the self reflection process enabled them to develop insights on their use of L2 in instruction, and to notice that they had not sufficiently used L2 in class. To demonstrate, some teachers said:

Frankly speaking, I was not a person who spoke English in class. I used to believe that students wouldn't understand me [if I spoke in English]. But now, I've started to use L2 in class. At first, they don't understand you, but later they listen to you to understand you. Naturally, they learn something. (Hakan)

[After the seminar]I thought that even if they wouldn't understand it [English], I should use it through body language or mimics...And I do this now. I try to speak English as much as I can. (Defne)

During the seminar, I noticed that I should use English more. (Selin)

I don't know why, but I felt that there had been a decrease in my language use. I noticed this during the seminar. People sometimes cannot judge themselves. Well, you can't evaluate yourself as a teacher. ...But I noticed that there had been a decrease in my L2 use during the last two years. (Cansu)

Parallel with the self-reflection process, the teachers' pedagogical beliefs regarding the use of L2 seemed to change. They said that if they used L2 in class, there would be a substantial increase in students' communicative competence. The teachers stated that there were two seminar related factors affecting their change process in the use of L2. In the first place, they said that unlike the previously held

160

seminars, the use of L2 as a medium of instruction during the seminar had a direct impact on their beliefs regarding language use. To illustrate, one teacher said:

> …Their [teacher trainers and faculty member] aim was that: Speak English in your classes exactly like us…If they [teacher trainers and faculty member] speak Turkish [in the INSET seminar], we [teachers] will speak Turkish in our lessons. (Selin)

Secondly, the teachers said that the suggestions of the teacher trainers and the faculty member regarding the L2 use in class played a role in their language related beliefs. Two of the representative quotes are as follows:

> …I mean they [teacher trainers and faculty member] told us. Even if they [students] don't understand, speak English. In time, you'll see that they will understand. I try to do as such. For instance, I try to speak English more now. (Selin)

> Use of English was repeated a lot during the seminar. I mean "I should use English" was given as a message. Well, the message was received. (Ada)

> ... One of the trainers said: "It's important that the child knows a single word. This is important for communication"..."Instead of saying 'This is an apple', if he says 'apple', this is communication"...Previously we used to say that the child had to make a sentence. Now I say, after that thing [the session], "okay, one word is one word". (Merve)

The analysis of the second interviews conducted with the teachers revealed that the teacher's actual classroom practices and, in turn, the students' attitudes towards the lesson shaped the teachers' beliefs regarding the use of L2 in the long run in a positive or a negative way. In the first place, some teachers said that their beliefs were intensified as they got positive attitudes from the students. However, although some teachers' beliefs regarding the use of L2 in the lower grades were intensified, their beliefs of using L2 in the upper grades diminished based on the problems they faced. To illustrate, one teacher said:

> Students [seventh and eighth graders] developed negative attitudes. They say "we don't understand anything", and, in fact, there has been a

161

decrease [in their class performance]. I mean, at first, I continuously spoke English. Now, I have to use mostly Turkish in the seventh and eighth graders. I think it is easier to use English in the fourth and fifth grades. (Defne)

In line with this, it is interesting to note in the first teacher interviews, few of the teachers stated that it would be easier to use L2 in the upper grades as the fourth grades had just started learning English. In the long run, their beliefs about the L2 use changed when their classroom practices revealed that the fourth graders were more enthusiastic than the upper graders, and the use of L2 worked better in those grades.

Two teachers also reported that the discussions they held with the colleagues had also an impact on shaping their pedagogical beliefs regarding the use of L2. To illustrate, one of the teachers who did not have any eight grade class when the study was conducted developed the belief that it would be very difficult for her to use L2 in the eighth grades. Her beliefs were greatly influenced by her colleagues' experiences as seen below:

They [her colleagues] say that they use activities and English in the fourth and fifth grades... They say that they can't speak English in the sixth, seventh, and eighth grades. I think it is much more difficult to use it [English/communicative activities] there [in the upper grades].

Use of a Communicative Way of Teaching: The teachers stated that the seminar had an impact on their pedagogical beliefs regarding their methodological choices. They developed the belief that employing a more learner centered approach would foster the communicative competence of the learners compared to the use of traditional activities. Apart from this, most teachers said that they had already known and used some of the communicative language techniques, but the seminar had intensified their pedagogical beliefs and encouraged their implementation. To illustrate, one teacher stated:

I was a classic English teacher. I would use few communicative activities...I mean, we were shown our weaknesses there. I mean writing the vocabulary items on the board, or assigning the students to find unknown vocabulary items...or translating the story in the book. And the

162

students wouldn't do them. Or "tell what you've done at the weekend". When I told this, only few hardworking students did this. ...Now, there are still a lot of unwilling students. But I believe using more activities has still made a change. Let's say, participation has increased from 10 percent to 40 or 50 percent. (Defne)

The teachers also stated that they developed the belief that the use of games and song based activities as well as the activities actively involving students would increase students' motivation and participation in the lesson. The analysis of the second interviews revealed that as some teachers tried out some of the activities used or suggested during the seminar, it created a reciprocal impact on their pedagogical beliefs. That is, it created the belief that using different activities resulted in student motivation, and accordingly improved the job do-ability and performance. By way of illustration, one teacher reflected on his actual classroom practice after he tried out few activities in class:

> Attention and interest of the students [fourth and fifth graders] increased. For example, the students who were not interested in lessons when I used lecturing want to participate in the lesson when there is a game. When they're motivated, I become motivated as well, and it becomes easier to teach English. (Bora)

Most teachers also reported that the seminar had an impact on their pedagogical beliefs regarding the use of pair and group work activities as well in the first interviews. They stated that the use of such kind of grouping would develop students' communicative competence and increase their participation level. The analysis of the second interviews revealed that their beliefs regarding the interaction in class went through a change process when they started to use various groupings in class. Some teachers developed the belief that the upper grade students, namely, seventh and eighth graders, were more interested in individual and pair work activities whereas the lower grade students liked group work activities. To demonstrate, one teacher commented:

> In the upper grades, pair work or individual activities works better. However, group work activities work with the lower grade students. (Ada)

163

The teachers stated that some of the seminar practices had been influential on the change in their pedagogical beliefs regarding the use of a communicative way of teaching. Initially, they said that the sessions in which they were actively involved in the activities had a positive impact on their pedagogical beliefs while the sessions where they were the passive receptors of knowledge did not have any impact on them. To illustrate, one teacher reflected on a session he attended:

> ...For example, the trainer wanted us to prepare a poster. I think it was very effective...I think such kind of activities are always effective whether we are teachers or students...When the sessions were delivered through direct teaching, we were bored. I mean, it didn't have much effect...The activities we got involved were more efficient. For example, there were ice breakers. They were very effective as well. (Hakan)

Apart from this, the teachers stated that when they were actively involved in the activities during the seminar, they started to empathize with the students. However, they also said that there should have been more communicative activities employed during the seminar. One teacher elaborated on the effect of the use of communicative activities as follows :

> …you directly come down to that child's age…It also enjoys you. You have an enjoyable time and you understand what your student feels through what you perceive, learn, and feel. There could have been more focus on the activities. Because I believe we all need this. I mean to change our thinking style and perceptions. I mean, this could be done to teach do-ability…To increase that motivation, there could have been a more active environment by enriching the activities.

Similarly, one other teacher said:

> …When we are involved in the games, we say, well I can do this at school or I can change this at school, I can use this like this…Actually, I expected games there.

It is important to note that traditional delivery of some of the sessions also had an impact on shaping the pedagogical beliefs of the teachers as they learned from the bad practice as well. To illustrate, one teacher reflected on one of the sessions she attended and said:

...For example, classroom management session. Yes, well, some parts were theoretical. We were not involved and we started to chat with my colleague. Now, I think about the children...I tell to myself, if the lesson becomes a bit theoretical or when I don't involve them, students start to talk to each other as well. Accordingly, I get bored or so and trouble happens. But, the more I involve them, actually, I get less tired. Well, I've noticed this. (Defne)

The teachers' pedagogical beliefs regarding the use of communicative activities seemed to go through a change process when they perceived a change in the achievement level of the students according to their test scores after the seminar. Some of the teachers said that although the students enjoyed playing games, and it increased their motivation and speaking ability as well as vocabulary retention, there was a decrease in their test scores in the grammar component of the tests. Those teachers associated this decrease to the use of a more communicative way of teaching in class. Accordingly, they developed the belief that use of games increased the retention rate of vocabulary, but decreased the learning rate of grammar as they did not teach grammar properly. To demonstrate, one teacher said:

... we say that students don't learn grammar though lecturing, but they actually learn grammar when we make lots of practice on the board...Students learn vocabulary with games, but they don't completely learn grammar with this [use of games]. (Selin)

It is also important to note that the teachers' pedagogical beliefs regarding planning seemed to change parallel with the use of more communicative activities in class. Some teachers stated that as they implemented communicative activities, they developed the belief that better planning skills would result in better implementation of the methods and techniques used and/or suggested during the seminar.

Focus on Language Skills: The teachers also reported that the seminar had an impact on their pedagogical beliefs regarding the use of language skills, namely, reading, listening, speaking, and writing, in instruction. They said that

165

engaging in the self reflection process revealed that they mostly used reading in class, and skipped speaking, writing, and some of the listening activities in the course books. In line with this, they developed the belief that productive skills were as important as the receptive ones and should be given equal attention. To illustrate, one teacher said:

> For example, I mostly employed a reading and listening oriented approach to teaching. I mean, I didn't use two skills a lot: speaking and listening. I thought that I wouldn't have any time for teaching these skills in class. I considered them as extra luxurious activities. I learned how important they actually were during the seminar. (Defne)

Furthermore, the teachers said that they developed the belief that the use of more integrated activities would increase the spoken competence of the students. Some teachers also reported a change in their pedagogical beliefs regarding how to teach listening to students. They developed the belief that the use of slow and understandable listening texts would work better than the fast texts they had used previously, which was further intensified as the teachers applied it in their classes. They said that the listening texts used during the seminar initiated the change in their beliefs.

When it comes to the impact of the seminar on teachers' pedagogical beliefs regarding teaching reading, they stated that they had already been competent in teaching reading. Moreover, most teachers said that although there were some practical activities during the seminar, the reading session included too theoretical information. Accordingly, only one teacher said that the seminar had an impact on her pedagogical beliefs about teaching reading. She said:

> ...first surface reading, and then much more detailed [reading]. I think I have remembered this [during the seminar]. (Cansu)

In line with this, she added that the seminar strengthened her forgotten beliefs that the use of a three-stage reading model, namely, the use of pre, while, and post reading activities would be more effective as she liked the way reading activities were used during the seminar.

166

Textbook Dependence: Most of the teachers stated that the seminar changed their pedagogical beliefs regarding the use of textbooks. They said that they were highly dependent on the course books before the seminar and thought that they should cover each and every part of the book due to the pressure of the inspectors. However, as an impact of the seminar, they said that they developed more instructional flexibility, less dependence on the course books, and more awareness on the material adaptation techniques respectively. They reported that the suggestions and the encouragements of the teacher trainers and the faculty member played a crucial role in this. To illustrate two teachers said:

In fact, we knew it [not depending on the textbooks a lot], but it had not encouraged us that much. Our teachers in the seminar told "Whatever the curricula, the important thing is to make the child to speak English or tell what he has heard, or write something...They [teacher trainers and the faculty member] suggested not adhering to the curricula strictly. And we were encouraged. (Emre)

I know that I don't have to be dependent on the textbook. ...I mean if don't like an activity, I can skip it now, or if the activity is not suitable for their [students']levels...Maybe just because of the inspectors, or my lack of experience in the field, I used to think that I shouldn't change anything in the book, and it's completely correct...Now I know that I can skip an activity, or change it, and I do it. (Defne)

Material Use and Development. The teachers reported a substantial change in their pedagogical beliefs regarding the use and development of language materials as a result of the seminar. In the first place, most of the teachers developed the belief that the use of more visuals aligned with the curriculum would result in an increase in students' comprehension level, and develop their communicative competence accordingly. To demonstrate, one teacher said:

…I understood that I should pay more attention to the use of more visuals to help students to better understand the topic. (Merve)

The analysis of the second interviews revealed that the teachers' pedagogical beliefs regarding the use of visuals in class were further intensified

167

when they started to use more visuals in class, and, in turn, noticed that there was an observable increase in students' comprehension level. By way of illustration, one teacher said:

> ...I've started to prepare more PowerPoint presentations. I further noticed this: As visuality increased, the level of comprehension increased as well...(Hakan)

Secondly, some teachers developed the belief that they should "think outside the box," and explore the creative and classroom use of the daily used materials, which was conveyed in the seminar through the suggestions and experiences of the teachers. To illustrate, one teacher said:

> …one of the colleagues presenting there [trainer] used to say that "environment is mine". As she told this a lot, I was impressed from it... "My receivers are always open because I am a teacher..." I liked the sentence she formed...My receivers are open now...Now, even I throw something out at home, I think about whether I can use it in class or what I can use it for. (Ada)

Next, the teachers stated that the suggestions regarding the practical materials in the seminar enabled them to think about the versatile use of the materials. By way of illustration, during the seminar, one of the teachers in the class where the researcher conducted evaluation complained that she could not hang any student output on the wall as the administrators told that it would damage the wall. In response to this problem, the teacher trainer said that they could use a washing line to hang something on in the classroom, and explained how they could do it giving some examples from her own teaching context. The teachers in the session seemed to be quite interested in the idea. In line with this, one teacher explained how the idea of washing line had an impact on her pedagogical beliefs:

> For example, washing line material. I've never thought about it. The student outputs were not stuck on the board. It was a problem for me. The idea of washing line contributed to me a lot. Now, I think how I could use similar materials in class. (Defne)

Furthermore, the teachers also reported that they developed awareness on the use of self-developed and student generated materials as it would increase the level of student motivation. They said that this was suggested by the trainers during the seminar. To demonstrate, one teacher highlighted the importance of self-developed materials as follows:

> When we prepare something, it attracts the attention of the students. I mean if you continuously use computers, it also becomes a routine for students, and doesn't attract their attention. (Ada)

In line with this, one of the teachers also stated that she developed the belief that colored flashcards were more effective than the black and white ones. Her belief was further intensified when she used colored visuals in class. She elaborated on this as follows:

> I used to print the pictures black and white and it wasn't attractive...Now I color them...When I use colored flashcards, I think it both attracts the students' attention and it is also beautiful, because children are equal to colors. They like the colors. (Defne)

The analysis of the second interviews revealed that the teachers' actual classroom practices had a further influence on their use of the self-developed and student generated materials. As especially the lower grade students, namely, the fourth, fifth, and the sixth graders, developed more interest in lessons with an increasing participation level, the teachers' pedagogical beliefs regarding the use of those materials were further intensified. To illustrate, one teacher said:

> Well, it [using self developed and student generated materials] really makes a difference. I've seen what happens when I prepare or don't prepare [materials]...For example I had them to draw faces for an activity we did in the seventh grades. They liked to see their products on the wall. Moreover, as they understood its value as they draw them. I mean, when I prepare something at home, they might think it is a ready-made material, and might not value it. But when they prepare it and we use it, they say "okay it is difficult to prepare materials and we should value this".... There's an increase in participation. Even Arda [pseudonym for a problematic student] participates in lessons. You [the researcher]saw that. (Defne)

169

Parallel with the changes in teachers' beliefs regarding the textbook dependence, the teachers stated that they developed awareness on material adaptation. However, they mostly said that their understanding of how to adapt the materials was limited as there was insufficient focus on this during the seminar. To illustrate, one teacher said that she did not find the material design and development session effective as it was too theoretical. However, she added that the seminar still encouraged her to design materials consistent with the course books so that the students could be motivated and actively involved in the process. Similarly, one other teacher who reported a change in her pedagogical beliefs in material use said that there was a need for a more practical material design session so that the teachers with various needs and expectations could change their beliefs and improve their practices. She said that there was an actual need for discussing how to prepare and use simple materials, encouraging brainstorming, and most importantly encouraging sharing among the colleagues. She elaborated on this as follows:

> Considering the work conditions of much more teachers, there could have been a focus on how to design materials by using very simple things. Well, this might sound like a very simple topic, but material development is really a broad area. As there were lots of teachers together, they might have expressed different ideas. (Ada)

Classroom Management: The seminar had little impact on few teachers' pedagogical beliefs regarding classroom management. They developed the belief that they should be much more flexible during instruction, and that too much noise did not mean that there was something wrong in the classroom. To illustrate, one teacher elaborated on her beliefs as follows:

> ...Too much noise is not in fact a bad thing. Actually, I had already known this, but people cannot implement this due to the fear of upper management...At least, I can make an explanation [to upper management] as I have seen it in the seminar in this way. (Cansu)

170

As seen, the INSET seminar also encouraged some of the teachers to develop reasoning for their classroom practices and deal with the potential pressure of the school administration.

Here, it is important to note that most teachers stated that the session on classroom management did not significantly contribute to their pedagogical beliefs and pedagogical content knowledge due to the limited time allocated to it. Moreover, they said that there was a lack of sufficient focus on actual problems the teachers experienced in class. To illustrate, one teacher said:

> It wasn't very effective as it was given in two hours. Because it is one of the problems that we face with a lot. We really experience problems in classroom management. And, in a way, classroom management is actually everything. Because how matter you get prepared, if you can't manage the class ....everything ends. (Defne)

Error Correction: The seminar had an impact on some teachers' pedagogical beliefs regarding how they would correct spoken and written errors. They either developed or intensified the belief that meaning was more important than grammar, and errors were inevitable part of the language learning process. To demonstrate, one teacher said:

> ...For example, sometimes students answer a question in the exam. But, there might be some grammar mistakes in their answers. If I understand the answer, I mark it correct. I refreshed this during the seminar, and noticed once again that I should do like this. (Kuzey)

Similarly, one other teacher commented:

> I used to get angry quickly when the students made a mistake. Now, I believe that they cannot be perfect. So, I encourage them to speak more as a result of the seminar. (Merve)

The teachers reported that the personal anecdotes and experiences shared by the trainers and the faculty member during the seminar had an influence on their beliefs regarding error correction. In line with this, those teachers also developed the belief that use of self and peer correction rather than teacher

171

correction would be more efficient. However, their beliefs regarding the use of teacher correction did not completely change. To illustrate, one teacher said:

> For example, when the students used "is" instead of "am" with "I", I would immediately correct them. Now, whatever they say, I first listen to them and I correct the mistake when they finish their sentences. (Ceyda)

Approach to Measurement and Evaluation: The INSET seminar had an impact on the pedagogical beliefs of some of the teachers regarding their approach to measurement and evaluation. In the first place, some of the teachers stated that although they still paid attention to exam preparation including the use of various visuals and different type of questions, they started to give less importance to test scores especially in the lower grades as they found the test scores ineffective in terms of revealing the actual competence of the students. The teachers said that the discussions held during the seminar had an influence on their test score related beliefs. To illustrate, one teacher said:

> My beliefs regarding the evaluation of the language learning process have changed. I mean, I started to pay less attention to the exam results. We also discussed this in the seminar...In fact, I don't believe in the necessity of exam in the lower grades. It doesn't show that students can actually use the language. (Ada)

Secondly, the seminar had an impact on some teachers' beliefs regarding the use of performance assessment. They developed the belief that doing the performance tasks in class would decrease parental help, and increase student involvement and performance respectively. To illustrate, one teacher said:

> Actually, an inspector suggested doing the performance tasks in class. But they [teacher trainers] also emphasized this in the seminar. I think we will do those assignments together [with the students] in class. I believe this will be more effective. (Selin)

It is important to note that those teachers' beliefs regarding doing performance assignment tasks in class rather than assigning them to home were intensified in the long run. When the students started to do those tasks in class,

there was an increase in their performance and participation, which intensified the teachers' related pedagogical beliefs.

Next, the seminar had an impact on the pedagogical beliefs of one of the teachers related to exam preparation. She developed the belief that adding a guided writing component to the exams and providing a useful language box with it could overcome the writing fear of the students and encourage them to write without worry. She said that this idea was suggested during the writing session in the seminar. The trainer also distributed a handout to show how the teachers could do this, which was also observed by the researcher during the seminar observation. Her beliefs were further intensified by her actual classroom practices. To demonstrate, she elaborated on this as follows:

> ...I didn't use to ask writing questions to the students in the exam. I thought that if I asked them to tell about themselves, they wouldn't do it...Now, as far as I see there [in the seminar], I don't say "tell about yourself". I ask them to write something describing them. I give some questions below it: What's your name? How are you? Based on each class' profile, I prepare such kind of questions. (Defne)

4.4.2. Impact on Pedagogical Content Knowledge

The analysis of the transcribed interviews conducted with the teachers, and observation fieldnotes taken during the classroom observations by the researcher revealed that the INSET seminar had an impact on the pedagogical content knowledge (PCK) of the teachers in the following dimensions: (a) refreshment and update, (b) approval of practice, and (c) developing knowledge of learners.

Refreshment and Update. All of the teachers involved in the study stated that the seminar refreshed and updated their pedagogical content knowledge regarding the language learning and teaching process though there were some differences among the teachers in terms of the extent of impact of seminar on their PCK. The teachers who graduated from the ELT departments compared the seminar with their undergraduate coursework and stated that it held great similarity with what they studied during the undergraduate studies regarding both theoretical and practical components of language teaching. Similarly, two teachers

who held a BA in English Language Literature said that the content of the seminar was quite similar with that of the pedagogical formation courses they received. Although the teachers believed that the seminar refreshed and updated their knowledge and skills, some teachers still stated that the seminar was the exact repetition of the knowledge and skills they developed during their undergraduate studies except a few points, and there was not sufficient practice during the seminar on the delivery of subject matter content to students.

The analysis of the interviews conducted with the teachers revealed that most teachers considered the INSET seminar as a wake-up call in terms of enabling them to reflect on their actual classroom practices and notice that they had not fully implemented a communicative way of teaching due to some preconceptions they had held. Moreover, the teachers stated that the seminar contributed to the continuity of knowledge, and helped them to develop awareness on where to start through the provision of the educational websites and tips. Some of the representative comments about the impact of the program on PCK of the teachers are as follows:

> ...We already knew [seminar content] them in theoretically. We had also tried to use them. The difference is that: maybe tiredness or weariness [for not implementing]. The seminar encouraged my implementation… It was also important for me to *bring my existing knowledge into front*. (Ada, emphasis added)

> ...It made me wake up. I said, what are you doing? Be careful!...It *reminded me what I knew about language teaching*. I asked myself if I do or could do these. Well, I started small, very small. I mean I was shaken. Stop, what are you doing? Be a more active teacher. (Merve, emphasis added)

> As I said, the *seminar was the repetition of the things I saw at my university*. I can't say that I saw something there from the rough. Well, *improvements, new activities to a small extent*... but I remembered them in the seminar. I had forgotten or couldn't allocate time in this turmoil. This seminar reminded me this, and increased my implementation opportunity. (Cansu, emphasis added)

It is also important to note that the departments the teachers graduated from seemed to play a crucial role in what they thought about the contribution of

the seminar. The findings revealed that there was no expressed difference between the graduates of ELT and ELL in terms of the contributions of the seminar on their pedagogical content knowledge. However, the findings further revealed that the seminar had much more impact on the pedagogical content knowledge of two teachers who graduated from the Open Education Faculty. These teachers stated that they received sufficient theoretical knowledge while they were at the university, but did not have equal chance to transfer that knowledge into their teaching contexts as there was a lack of focus on transferable skills and practice during their BA education. Accordingly, they believed that the seminar contributed to their pedagogical content knowledge. To illustrate, one teacher said:

> We [graduates of his department]really had a good education in terms of theory. Maybe we were better than the students of the normal education faculties in theory, but we had a lack of practice....We updated our knowlege [in the seminar], and this is the first time I have realized the purpose of teaching English since the day when I started teaching. (Hakan)

Similar to Hakan, a few teachers also believed that the missing link between the theory and practice in their applications was built during the seminar. To illustrate, Defne, a graduate of ELT, was satisfied with being refreshed and updated after three years of her graduation as she did not have any opportunity to transform the knowledge and skills to the actual classroom settings while she was a university student but she had her own classes now where she could implement the refreshed knowledge and skills. She elaborated on this as follows:

> ...it [the seminar] reminded the BA curriculum and developed the 'I can do this' feeling. When we were at the university, as we did not have any materials, I mean, students, knowledge came and went theoretically. In fact, this [the seminar] has been very useful... We could put it [the seminar content] into implementation. (Defne)

Approval of Practice. Some of the teachers also regarded the seminar as a kind of approval of their language teaching practice. In a way, it showed them they were on the right path as language teachers. To illustrate, Kuzey said that he

had already used some of the methods and techniques used or suggested during the seminar, but it showed him that he was on the right path, doing the right things. Similarly, one teacher said:

> It was the repetition of the methods and techniques we gained in our education or tried to use in our classes. Of course, approval of the usefulness of these [methods and techniques], being reminded of them, and approval of the things that I had been trying to apply in class refreshed us. (Ada)

Some teachers also stated that meeting and interacting with the English teachers during the seminar, and sharing classroom practices showed them that they were on the right path.

Developing Knowledge of Learners: Most of the teachers stated that the INSET seminar encouraged them to develop awareness on their pedagogical beliefs and classroom practices through engaging them in the self-reflection process. In line with this, they empathized with the students in terms of how they learned better, and this was mostly transformed into their teaching contexts. The teachers stated that the activities they were actively involved in the seminar enabled them to look at the language learning process from the students' perspectives. To illustrate, one teacher stated that through these activities, the following message was given:

> ...Remember! Actually, you were students as well. You were sitting at these desks...It's difficult to sit at these desks. Enjoy [teaching] and your child [students] will enjoy [learning] too. [Ceyda]

Some of the teachers also stated that the seminar enabled them to use different strategies to deal with the misconceptions the students had regarding the difficulty of the language learning process. To illustrate, most of the teachers started to assure the learners that they would understand everything in time if the medium of instruction was L2 after the seminar. Moreover, they used authentic comprehensible videos and texts appropriate to the students' level to reorganize their preconceptions about language learning.

176

4.4.3. Impact on Actual Classroom Practices

The analysis of the transcribed interviews conducted with the teachers and the classroom observations held in their classes revealed that the seminar seemed to have an impact on their actual classroom practices in the following dimensions: (a) use of L2, (b) use of a communicative way of teaching, (c) measurement and evaluation practices, (d) material use and development, and (e) focus on language skills.

Use of L2: Parallel with the changes in their pedagogical beliefs regarding the L2 use, the teachers reported an increase in their L2 use in class in the first interviews conducted with them, which was also observed by the researcher in the short run. Some representative quotes are as follows:

> I didn't use to speak English a lot in class before [the seminar]. Now I use it more, and even this attracts the attention of the students. (Emre)

> As a result of the seminar, I've started to speak English in class with a percentage of 80. (Ceyda)

> I used to speak Turkish more in class. Now, I force myself and students to use English. (Merve)

> I've directed my attention to encourage the students to use L2... I liked the interaction there [the use of English during the seminar]. (Kuzey)

The teachers reported that they especially used L2 for classroom routines and giving instructions, which was also observed by the researcher. They supported the L2 use with mimics, gestures, and examples. To illustrate, one teacher said:

> I have started to use English especially starting with the lower grades. Sometimes I code switch to Turkish....They understand more now. I've increased the number of examples to help them to understand it [English]. (Merve)

> Well, I thought that even if they [students] didn't understand [the lesson], I should speak English using body language, mimics, etc., and I do that now. I try to speak English as much as possible. (Defne)

177

However, when the teachers thought that the students did not understand the lesson, or they experienced some classroom management problems, they code switched to L1, which was also noted during the classroom observations. To illustrate, two teachers said:

... if the children [students] don't understand English, I use Turkish. Because they don't understand it. (Ceyda)

When the class is very crowded, I immediately code switch to Turkish. (Merve)

..Of course I used to speak English, but I pay extra attention to it now. I mean I try to use it more, but if I don't see any light in any student's eyes, I use mimics to be understood. If it isn't still understood, I use their mother tongue. (Ada)

It is important to note that some teachers stated that the use of L2 would work better in the 7th and 8th grades compared to the lower ones based on their one week initial use of L2 in class. However, the analysis of the second interviews and classroom observations revealed that on the contrary to their expectations, the use of L2 worked better in the lower grades, which resulted in different use of L2 among the grades. In the long run, the teachers mostly reported that they increasingly used L2 in the lower grades, which was also observed by the researcher. By way of illustration, three teachers reflected on their actual classroom practices as follows:

I mostly use English in the 4th, 5th, and the 6th grades. (Emre)

I've started to speak English more. There has been a, let's say, 90 percent of increase [in my English use] in the lower grades. (Ceyda)

I use English with a percentage of 80 in the 4th and 5th grades…but, I have to use more Turkish especially in the 7th and 8th grades. (Defne)

However, the teachers stated that they started to use mostly L1 in the 7th and 8th grades. Some teachers also stated that they completely preferred L1 in the 7th and 8th grades resulting from the negative attitudes of the students to L2 use in

the long run, which was also observed by the researcher in the long run. Some representative comments are as follows:

> The upper grades are not interested in lesson. As the grade level increases, the interest level of the students to English decreases. (Merve)

> Frankly speaking, I didn't use English in the 8th grades and I use little English in the 7th grades. Because students are not used to it. The teachers before me hadn't used it either. ..They are used to a certain system. The 8th graders don't like English. They tell me this. (Emre)

> I try to encourage them [7th and 8th graders] to use L2...Sometimes I force them, but I am not always successful. I can't always do it...I translate them [sentences] into Turkish, but this bores them. If they don't understand, they don't like your lesson. (Kuzey)

The teachers reported that there were two main reasons underlying the negative attitudes of the students regarding the L2 use and even the use of communicative way of teaching. In the first place, they said that 7th and 8th grade students had SBS related concerns. That is why, they expected the teachers to teach the lesson in L1 through lecturing. Apart from the negative attitudes of the upper graders to L2 use, some teachers stated that the use of L2 especially in the upper grades was not welcomed by the parents as they claimed that their children did not understand anything when the teacher spoke English. The pressure seemed to be higher in the schools with medium and high socio-economic status. To demonstrate, two teachers said:

> ...Some parents came and told that I continuously spoke English in class. They said that the children didn't understand me. (Ceyda)

Reflecting on their instructional practices regarding the L2 use, two teachers stated that the reason why they started to use less or none English in the upper grades, or why they immediately code switched to L2 when they faced a problem was resulted from the ineffective seminar practices. They said that although the trainers suggested the use of English in class during the seminar, there was a lack of focus on how to use L2 in class. By way of illustration, one teacher said:

179

How to make the students speak English. This was missing in the seminar. We had a speaking session but it just encouraged us to use it. (Merve)

Use of a Communicative Way of Teaching: In the first interviews conducted with the teachers, they reported that they started to adopt a more communicative way of teaching in class as a result of the seminar, which seemed to be parallel with the changes in their pedagogical beliefs. They initially reported an increase in the use of games, songs, and information gap activities, which was also observed by the researcher in the long run as well. Some representative quotes are:

I firstly used games. Actually, when I came back to school, the students asked me where I had been for a week. I told them "Children, I came with the games"...I didn't tell them anything about the seminar, but showed what I had learned there, and what our teachers [trainers] had shown to us. And they [students] told: "That must have been a good seminar." (Defne)

I use visuals, games, songs now, but I used to use only the CD of the course book and focus on only the course book as it is the *curriculum*. Now, I teach different things and use different materials. (Emre, emphasis added)

I started to teach more songs especially in the 4th grades. I especially started to teach English through games. (Selin)

The teachers reported that they initially tried out short activities they found motivating and enjoyable. To illustrate, they tried out a few warmers and icebreakers used in the seminar by adapting them to their own teaching contexts. To illustrate, one teacher said:

I used warm up activities that I hadn't known, heard, but learned during the seminar....I preferred the activities that could be suitable for the level of my students, attract the attention of the students, or make the topic more refreshing and enjoyable as I had the lower grade students [6th grades]... (Cansu)

Besides this, they stated that they used activities which they thought would increase active participation of the students in class such as drama and hands-on activities (e.g., preparing a poster). While conducting the activities, they generally preferred pair and group work activities in the short run and made some adaptations if necessary, which was also observed during the classroom observations conducted by the researcher. Some teachers also reported that they used some internet sourced activities as well. One teacher commented on the differences in her teaching style as follows:

> I was influenced from different activities/materials that could be done with very simple things...I mean, you think about this [after the seminar]: how can I adapt this activity to this topic? ... Well, what we did there became a model for us. (Ada)

However, some teachers also stated that they spontaneously used the activities. One teacher elaborated on this:

> Frankly speaking, I'm not conditioned to implement it [knowledge and skills gained through the seminar] directly, but, when I teach a topic, when the occasion arises, I use it. (Kuzey)

In the second interviews conducted with them, the teachers stated that the use of a more communicative way of teaching and an increase in the use of L2 resulted in an increase in the participation and motivation level of the 4th, 5th, and 6th grade students, though they said that the change was more evident in the former two grades. This was also observed by the researcher during the classroom observations as will be discussed within the heading of 'impact on students' in this chapter. However, the teachers stated that when they used communicative activities in the 7th and 8th grades, most of the students developed negative attitudes to the lesson, which resulted in some classroom management problems.

As seen, the teachers perceived a change in students' attitude and achievement level as a result of their classroom practices, which seemed to have a reciprocal impact on their pedagogical beliefs, and long run applications in turn. In line with this, they reported that they continued to use some communicative

activities, and preferred games, songs, and information gap activities such as role plays in the lower grades. Moreover, they stated that they started to use more group and pair work activities with those grades. However, the teachers started to use fewer or none activities in the 7th and 8th grades, and preferred individual work activities in the long run due to the negative attitudes of those grades to English. Few teachers also stated that even if they used a communicative way of teaching in class, they summarized the lesson through the test techniques due to the SBS concerns of the students. For example, one teacher said:

> ...We prepare activities, use them, students participate in them...But, they do all the review with test techniques...I mean they expect me to do this...everything is tied to SBS. (Ada)

The perceived changes in students' achievement level in grammar resulted in most teachers' teaching grammatical concepts through lecturing. However, although they used lecturing, some of them were observed to use elicitation and few communicative activities to check the understanding of the grammatical concepts. The way some teachers taught grammar seemed to change based on the complexity of the grammatical topics. They said that they especially used direct method to teach the abstract concepts while they preferred a more communicative way of teaching to teach the concrete ones, which was also observed by the researcher.

> ...There are times that I write rules on the board and teach the lesson. If I say that I don't do this, I will misguide you. I especially use it with difficult topics. For example, simple past tense is difficult to teach. Well, comparatives, superlatives are easier...I could use more visuals to contextualize them. (Cansu)

The qualitative analysis of the second interviews and classroom observations revealed that although the teachers articulated a change in their pedagogical beliefs about the effectiveness of the use of constructivist teaching in their classes, some teachers reported a decrease in the use of communicative activities and L2 due to the aforementioned reasons. Besides this, they were observed to continue to use some techniques which were within the paradigm of a

teacher centered methodology. To illustrate, some teachers wrote at least 15 vocabulary items with their Turkish equivalents on the board and had the class to repeat it after the students wrote the vocabulary items on their notebooks. Reading aloud and translation were among the other techniques.

The teachers, whether they reported a decrease or an increase in the use of constructivist teaching, regarded the biggest barrier to their implementation as ineffective seminar practices. In the first place, they considered the lack of seminar planning as a problem. They said that they were called upon the seminar on the last working day of the week, and were not given any information on the seminar program, which caused them to develop negative attitudes to the seminar. To illustrate, one teacher said:

> There could be things that you've planned...Well, having some pre-information on the program, or at least some of the things that will be done there makes you more motivated. (Ada)

Next, as the seminar was conducted during the school period, they said that they stayed one week away from teaching and their students, had to deal with unmotivated students, fell behind the pacing, and had to rush later. In line with this, they said that it would have been better to conduct a longer seminar in September or June, and limit the contact hours to 3 or 4 to increase the transformative knowledge and skills. To illustrate, some teachers said:

> As we went there for one week, we left behind the pacing for two units. We rushed up later. ...I mean it's important to arrange the timing of the seminar... If the seminar is given us in the September or June, they could also show us how to prepare PowerPoint presentation on computers (Ceyda)

> If it hadn't been hold during the school period, it would have been better. One week means 25 hours of instruction to me. They [students] lose their motivation in one week...(Defne)

Some teachers also said that the trainer competencies had an impact on the knowledge and skills they developed. To illustrate, two teachers said:

183

There were trainers who contributed to me and my colleagues a lot. However, there were also those who were motivated and competent in their field but were not as successful as the former ones in delivering what they knew....For example, pronunciation is very important to me. If the pronunciation of the person is good, it attracts me. We learned that she [one of the trainers] graduated from a well known university through the icebreaker activity. She talked about her achievements...but her pronunciation surprised me. She was speaking Turkish English. (Cansu)

It is quite easy to transmit what's written in a book -English Language Acquisition book- sentence by sentence to the teachers. [He told this to state that the trainers could speak English fluently as they memorized the things that they taught.] (Emre)

Most importantly, most teachers, even some of those who stated that the seminar woke them up and/or made a difference said that it did not have any significant effect on their general teaching approach to language teaching and learning. They said the focus on theory was much more than that of practice during the seminar. Accordingly, they said that although the seminar refreshed and updated their knowledge and skills, they could not significantly enhance their actual classroom practices. Two representative quotes are as follows:

The seminar was mostly in the form of lecturing...It for sure, contributed to me in theoretical knowledge. In implementation, it didn't have a perfect contribution as it did in theory...The techniques that were presented were overloaded with unknown vocabulary, descriptions. They weren't the things that we could apply in primary even secondary school. (Kuzey)

It [the seminar] was theory loaded. They didn't show many applications...For example, if it is grammar [session],...how to teach a grammar point to the 4th grades, how to teach it to the 8th grades, how much time should be spent, is there a need for too many exercises...I mean I would like to have had such a detailed seminar. (Merve)

Besides this, one teacher said that some of the activities suggested during the seminar were not realistic to be used in class. He said:

Some of the suggestions were not realistic. For example, one of the trainers said that she had prepared the drama of the Red Riding Hood in

184

eight weeks and video recorded the drama. If we spent eight weeks on the drama of the Red Riding Hood in our schools, we will have five weeks left. Four weeks go to examinations. One week is for ceremonies or holidays, and nothing is left. (Emre)

Next, in line with the ineffective seminar practices, the teachers regarded the course books as a barrier to their implementation. They said that the course books written for the 7th and 8th grades were overloaded with long texts, high level vocabulary, and uninteresting texts. The analysis of the textbook related documents seemed to prove this. Even some of the teachers who stated that they developed less textbook dependence as a result of the seminar seemed to consider the textbooks as a problem in terms of adopting a communicative way of teaching in class. To illustrate, one teacher said:

> What was told to us during the seminar and how we hold our lessons are incompatible with each other in terms of the textbooks. I mean there's nothing we could apply in the books. For example, Spot on. Okay, it has listening texts, dialogues, but not in an enriching way. It's too shallow...The number of the units is very high....The examples in the books are not sufficient...The reading texts are too long and don't attract the attention of the students... (Emre)

The teachers also believed that the seminar was insufficient in terms of enabling them to make adaptations in their textbooks. They stated that there should have been a detailed focus on how to use the materials or activities in the course books. Reflecting on the textbook related problems and concerns, one teacher stated that:

> My suggestion for the next seminar is that: They first should do this. Activities that are compatible with our textbooks. And most teacher don't know how to use the textbooks. For example, there are listening sections. Teachers do the listening once. (Emre)

Measurement and Evaluation Practices: Some teachers reported that the seminar had a little impact on their measurement and evaluation practices. Firstly, parallel with the changes in their pedagogical beliefs, some teachers stated that they started to make the students to do the performance tasks in class rather than

assigning those tasks to home. They reported that this practice decreased the parental help and increased student participation in the long run. To demonstrate, two teachers said:

> I told the students the things that they should bring to the classroom. I mean, crayons, A4 paper, cardboards, whatever they bring...They brought the materials. They did it [the performance task] themselves...It was more different [than the ones she had assigned before the seminar]. Of course, the others were more beautiful. The ones parents had done, but as these were their [students'] own products, I gave higher grades. (Selin)

> They [4th and 5th graders] did the tasks by themselves and produced very good work. So, there was an increase in both their attitude [to L2] and the scores that they received. (Ada)

This was also observed by the researcher in one of the classroom observations where the students produced traffic signs using cardboards and crayons. They seemed to enjoy the lesson as they worked with their friends and showed their outputs to each other. Secondly, one teacher stated that she started to include a writing section in the exams parallel with the changes in her beliefs regarding the use of a writing component in exam. She asked the students some questions based on the level of the classes. She said that the students started to write something in English, and elaborated on her instructional practice as follows:

> When they answer the questions, they unconsciously write something, but think that they answer the questions. I believe this is quite useful. (Defne)

Here, it is important to note that most teachers stated that the seminar did not have a significant effect on their overall measurement and evaluation practices. They said that the session on the measurement and evaluation was too theoretical and terminological, and did not contribute a lot to their actual classroom practices. To illustrate, one teacher reflected on that session as follows:

I didn't understand anything from the measurement and evaluation session. It wasn't useful. I mean, I didn't understand how we would evaluate the students' performance. (Merve)

Material Use and Development: The teachers stated that the seminar had an impact on their actual classroom practices regarding material use and development, which was also observed by the researcher in the long run. To begin with, they expressed an increase in their use of visuals aligned with the textbooks. Consistent with what the teachers said about the material use, the analysis of the classroom observations revealed that the teachers used various materials, such as flashcards, PowerPoint presentations, and realia [e.g., use of spray bottles, soap, and milk to teach the concept of states of matter] to foster the language learning process. To be specific, some teachers said that they started to use more flashcards in class. They mostly preferred student-generated materials such as traffic signs, mathematical signs (e.g, minus, plus), which they said was suggested during the seminar. There was also one teacher who started to color the black and white print-outs to attract the attention of the lower grade students. Some teachers also stated that they started to either draw a picture of a vocabulary item or asked the students to draw a picture on their notebooks to increase the retention of vocabulary, which they said was a result of the seminar.

Next, some teachers stated that they started to use PowerPoint presentations, which was also observed in two teachers' classrooms. The teachers used the PowerPoint presentations to review what they had covered in a specific unit or units. Among the activities they used through the PowerPoint presentations were interactive games, puzzles, and stories which included the element of information gap, and seemed to increase the motivation level of the students. In line with the increase in the use of PowerPoint presentations, the teachers also reported that they started to use the IT class with an increasing frequency as that class included a projector and a sound system. The analysis of the observational fieldnotes revealed that although the students seemed to enjoy the lesson when the PowerPoint was used as a material, some of the information written on the slides were either above the level of the students or there was too much new information on the slides. To illustrate, one of the teachers used a PowerPoint presentation to

review the vocabulary items related to the foods in a 4th grade class. Although there were approximately 10 vocabulary items covered in their books, the teacher used a PowerPoint presentation introducing a number of new vocabulary items about foods while reviewing the lesson.

Speaking of the worksheets used in the exam, the teachers said that they did not use any worksheets used in the seminar as worksheets were mostly used to check the understanding of the theoretical concepts delivered in the seminar. The teachers stated that they found the handouts and worksheets ineffective in terms of enhancing their actual classroom practice. To illustrate, some teachers said:

> There were some worksheets [in the seminar] and I thought that I was having an exam. ...Long matching [activities]...You understand the topic, but there were some unknown vocabulary..We asked those vocabulary to the trainers...We didn't like the handouts a lot....There was no need to explain the methods [content of the session] like that.. (Ceyda)

Some teachers also stated that they made use of the materials they received as soft copy from the teacher trainers, which helped them to overcome the difficulty in searching materials on internet and adapting them. While using those, two teachers stated that they made adaptations based on the level of the students (e.g., simplifying the tasks), the school facilities (e.g., using a personal laptop instead of a projector), and students' interests and daily lives (e.g., use of texts including animals and football instead of badminton and ballet). At this point, the teachers stated that the frequency of the material use in classroom was closely related to the facilities of the school. Most teachers reported that there was a lack of equipment in their schools. To illustrate, they said that they were not able to sufficiently make use of the photocopiable materials due to the lack of toner. Although they mostly supplied their own materials, the lack of equipment became a problem for them.

Some teachers also stated that they were planning to use the practical materials suggested during the seminar such as 'washing line' and 'voice bomb' in the first interviews conducted with them, and one of these teachers tried out a practical idea suggested during the seminar by making some adaptations. She used

a washing line and clothes pin to hang the visuals in the classroom, which seemed to attract the attention of the students.

The impact of the seminar on the personal and professional growth of the teachers seemed to have an effect on the materials they used in class as well. To illustrate, parallel with the impact of the seminar on his personal and professional growth, one teacher stated that he had subscribed to an English newspaper to improve his language skills. He later started to use the graded photocopiable materials given by the newspaper on a daily basis to improve the reading skills of the students, which he said that was favored by especially the lower grade students.

Focus on Language Skills: The teachers stated that the seminar had an impact on their actual classroom practices regarding teaching four main language skills. To begin with, some teachers reported a change in how they taught listening. They said that they started to teach listening more effectively and started to use slow and more comprehensible listening texts compared to the previously used fast texts. To illustrate, two teachers said:

> If you've noticed, this [listening text] is more understandable. The others [the listening texts she used before the seminar] were very fast. They [students] didn't understand a lot. (Defne)

> I've already used the listening activities [in the textbooks], but I try to use them more effectively now... (Ada)

Few teachers also reported that the seminar increased the variety (e.g., role play, sentence formation) and number of the post listening activities they used in class. By way of illustration, one teacher said:

> After the students listened to the texts, I did sentence formation or role play activities, and got positive results [after the seminar]. But it doesn't have a retention rate. They [students] should be exposed to it [the new way of teaching] a lot. (Emre)

189

It is important to note that few teachers stated that a lack of equipment was a barrier to their use of the listening texts in class although they articulated a change in their pedagogical beliefs. To demonstrate, one teacher said:

> We need more materials. For example, we don't have an English class. We have only one tape recorder, and it is used on first comes, first served basis. (Merve)

The seminar had an impact on most teachers' actual classroom practices regarding how to teach speaking. Although it did not have a significant impact on use of communicative activities, most teachers still stated that they started to try out or use some speaking activities in class, which was also observed during the classroom observations held by the researcher.

As for the writing skill, although the teachers reported a change in their pedagogical beliefs regarding teaching writing, they stated that they did not make sufficient use of writing activities in class. The analysis of the observation fieldnotes showed that some teachers assigned the writing parts in the textbooks as homework, which they associated with the time constraints and lack of focus on these skills in the seminar. For example, two teachers shared:

> I can't say that it [the seminar] has contributed to my writing skills. We don't have any time left for writing in this curriculum. (Emre)

> I can't apply everything because writing and reading sessions were not too detailed. (Merve)

When it comes to the teachers' after seminar practices regarding teaching reading, most teachers said that they had already efficiently used reading in class. Only one teacher stated that she started to use the reading stages more efficiently, which was observed in her lessons as well. However, it is important to note that some teachers were observed to continue to use some traditional techniques while teaching reading such as reading aloud and translation as reading techniques. In line with this, they said that the seminar did not have sufficient impact on their reading skills as it was theory and terminology loaded. By way of illustration, one teacher commented:

190

For example, instead of explaining us what reading was for three hours, they could have given more activities. There weren't sufficient activities. (Ceyda)

4.4.4. Impact on Personal and Professional Growth

The analysis of the transcribed interviews held with the English teachers and the observations conducted in their classes by the researcher revealed that the seminar had a profound impact on the personal and professional growth of the teachers. The teachers stated that the INSET seminar resulted in (a) increased job satisfaction and motivation, (b) increased confidence and self-efficacy, and (c) increased willingness for professional growth, each of which will be dealt with separately below.

Increased Job Satisfaction and Motivation: The teachers involved in the study reported a substantial increase in their job satisfaction and motivation which was initiated through the self-reflection process. Some of the teachers stated that the change in their pedagogical content knowledge and their pedagogical beliefs had a role in increasing their job motivation and satisfaction as represented with the following quote:

> ... For example, the lessons before the seminar did not seem to finish or I don't remember laughing in the lessons. I mean this happened rare, such kind of enjoyable things. But, now, I really teach the lesson getting much more satisfaction. Well, they [students] also get happy. When they are happy, I also become happy. (Defne)

It is also important to note that reflecting on the current language practices and trying to find an alignment with the practices and the seminar content increased job motivation of some teachers. The self reflection process showed that those teachers were on the right path, doing the right things. To illustrate, one teacher said:

> …Approval of what you do or at least what you try to do refreshed me or boosted my declining energy, increased my enthusiasm. It made me to be aware of the job I had been doing once more… I thought I've made a good job selection. (Ada)

191

Furthermore, most of the teachers, despite the year of experience, stated that applying the knowledge and skills in their own classes and getting positive feedback from the students triggered their job motivation in the long run. Some of those teachers mentioned that as their motivation increased, they also tried new things in their classes and developed their pedagogical content knowledge respectively.

Apart from all these, the teachers said that increased job motivation enabled them to deal with self-excuses regarding the implementation of the knowledge and skills, such as lack of language proficiency of the students. Moreover, increase in the level of job motivation encouraged some of the teachers to pay much more attention to lesson delivery. To illustrate, in her first interview, one teacher said that she bought a laptop when she discovered that almost all the English teachers in the seminar used a laptop for private and classroom use. Moreover, the use of computers to display visual images during the seminar encouraged her to do the same for class use. She said:

> I became much more active. I started to develop my computer skills. I mean just for doing something for my children [students]. (Merve)

One other contribution of the seminar was meeting and interacting with colleagues, getting socialized, and having personal sharing, which increased most of the teachers' job motivation. Some of the representative quotes are as follows:

> Knowing how many English teachers are in Konya, even how many you are there is a different motivation for people. (Ada)

> ...Being with the English teachers there, being with my colleagues has increased my motivation and confidence. ...I even met with my friends from university. At least, we discussed about our schools, courses, students... Even getting the answers of those [questions about the schools], comparing the schools help you [teacher] gain something. (Kuzey)

> I had the opportunity to meet the other English teachers living in my city. I remembered my social life at university...Work life limits people. I think it was good for getting socialized. (Cansu)

Increased Confidence and Self-Efficacy: Most of the teachers also reported having a higher sense of confidence and self-efficacy as a result of the INSET seminar. It is important to note that even some of those teachers who did not significantly apply the knowledge and skills into their training practice reported an increase in the level of self-confidence. The encouragement of the teacher trainers and faculty members played a crucial role in this. Two of the representative quotes regarding the impact of the seminar on the self confidence of the teachers are as follows:

> ...It developed my self confidence. We used to consider ourselves weak. We had been like this for a long time. But, even a few sentences uttered in the seminar by the trainers made me relaxed. That's why, I go to class more confidently and could teach better. (Hakan)

> ...it increased my confidence and courage to do something in class. (Bora)

It is interesting to note that as some of the teachers implemented the knowledge and skills gained through the INSET seminar, they saw the difference and felt refreshed, developing a sense of accomplishment. In line with this, they reported having a higher sense of confidence, self-efficacy and self concept as an immediate impact of the seminar as represented with the following quote:

> Actually, you gain self esteem. I mean as you know where and what you're going to do in a lesson. Well, I used to have concerns before entering the class such as if it was going to be an enjoyable lesson, if it would be boring, or was it correct. But, from now on, it is certainly different as I have confidence about what I do. Yes, it is correct to do this or I shouldn't do this. Frankly speaking, my posture in class has changed. (Defne)

Increased Willingness for Professional Growth: Almost all of the teachers stated that the seminar enabled them to develop willingness for professional growth in a number of ways. To begin with, some of the teachers stated that being engaged in the self-reflection process revealed that they had a lack of language competence, which was a barrier to their actual classroom

practices and attendance to staff development events. By way of illustration, one teacher said:

> I mean, honestly, we [teachers in the seminar] spoke English, but with simple words. We couldn't say everything that we thought. I mean, I couldn't say. I felt embarrassed. That's why we sat silently [in the seminar]... Everyone was at the same level...I also got upset because how can I say, we were desperate in that seminar. (Merve)

On the other hand, some other teachers stated that they would like to develop their written and spoken English competence to get much more satisfaction in teaching English and refrain from forgetting their existing knowledge as they used both Turkish and English in instruction. Whatever the case, whether the teachers felt incompetent or competent in language use, the seminar encouraged them to improve their competence in the use of L2 in the following ways: reading English books and online news, listening to the audio books, studying for KPDS and an entrance exam for an MA program, subscribing to an English newspaper, and most importantly using L2 actively in class. To illustrate, one of the teachers said that he had good pronunciation skills, but had problems with fluency. Accordingly, he started to listen to the audio books in L2 not only in his field but also in other areas to improve his language skills. He highlighted the contribution of the seminar as follows:

> At least, I have started doing this [after the seminar]. I have been listening to the electronic books now. Audio books... My field and different fields. Not only teaching. We have already known the theoretical dimension of the work. We should develop ourselves. The only sentences we make are: going to cinema, playing football. It shouldn't be limited to this. (Emre)

> Now, I try to use the language I try to teach [English] more. Both in and out of the classroom...For example, I read books more. I mean, I choose English books to read...internet, newspaper, etc...(Ada)

The teachers mostly stated that the use of L2 during the seminar as a medium of instruction, encouragement of the teacher trainers and faculty members

194

regarding the use of L2 in instructional practice, and the personal anecdotes and life experiences they shared with the teachers significantly contributed to teachers' increasing need and desire to use L2.

The second reason why the teachers developed a need for continuous staff development was related to their actual classroom practices and profile of the students. Some of the teacher trainers stated that they would like to be teacher trainers as they admired the teacher trainers' use of L2 during the seminar. Moreover, these teachers developed the belief that they would not experience any classroom management problems if they became teacher trainers as their audience would be English teachers instead of unwilling and problematic students. Moreover, they believed that being a trainer would contribute them a lot as represented with the following quote:

> During the seminar, when we asked just for curiosity, the trainers made an explanation to us. We got happy that we could be [trainers]...This would add a color to my life. Plus, I would see my plusses and minuses. I would find the opportunity to develop myself. I would meet with different people. (Cansu)

Next, although the teachers stated that the seminar held a number of weaknesses such as use of lecturing and over emphasis on theoretical knowledge in some of the sessions, they said that this seminar was quite different than previously held traditional seminars, and they would like to attend new seminars if the drawbacks of this seminar were dealt with. Some of the teachers also developed a desire to be involved in projects, which they indicated in the formal interviews and informal talks conducted with the researcher. They said that being involved in projects was introduced in one of the sessions. The researcher also attended that session where the trainer gave some information on funding for in-service teacher education programs and projects. It is important to note that provision of this information was not a part of the INSET content. The trainer interviewed said that what the teachers actually needed was such kind of knowledge and practical sessions instead of a heavy focus on theory, and that was the reason he informed the teachers about the funding opportunities.

4.4.5. Impact on Students

The qualitative analysis of the transcribed interviews held with the English teachers showed that the teachers perceived a change in their students' attitudes to English and achievement level, which was further supported by the classroom observations.

Impact on Attitudes to English: The teachers indicated that when they started to use more English in class and made use of the communicative activities, there seemed to be an increase in the motivation of the especially lower grade students. They seemed to enjoy the lessons and wanted to participate in the communicative activities such as games and role plays, which was also observed by the researcher during the classroom observations. As the lower grade students developed positive attitudes to the lesson, the teachers started to employ a more communicative way of teaching in their classes. To illustrate, some teachers said:

> The students [lower grades] are more enthusiastic now.... They enjoy the lesson! Classes are more enjoyable for them... I noticed that the students who don't participate in lesson when traditional methods are used are more willing with the new way of teaching. (Emre)

> I easily implement this in the 6th grades. ...The 6th graders are more willing and it's easy to apply the activities there. [He does not have any 4th and 5th grade classes] (Kuzey)

> I noticed that the students who don't participate in lesson when traditional methods are used are more willing with the new way of teaching. (Emre)

However, the teachers stated that when they used communicative activities, most of the 7th and 8th graders, developed negative attitudes to the lesson, which resulted in some classroom management problems. They believed that traditional schooling experiences of the upper grade students, their SBS related concerns, and puberty were among the reasons why those students developed negative attitudes to the lesson when English and communicative activities were used.

Firstly, the teachers said that as the upper graders were more accustomed to traditional schooling compared to the lower ones, they displayed negative

196

attitudes when a communicative way of teaching was employed in their classes. To demonstrate, some teachers said:

> The activities did not attract the attention of the 8th grades...Just because of habit. They've learned English through direct teaching. When I used different materials, it didn't attract their attention. I was even criticized as I used them. They are used to lecturing... (Bora)

> ...I can't use the activities that I use in the 4th, 5th, 6th grades in the 7th and 8th grades. Well, they sometimes make fun of this. For example, I experienced something in the 7th grades We have a topic called emotions and thoughts. I was changing my facial expression. I mean what is this? what is that? All of a sudden, they burst into laughers. it took me five minutes to make them stop. I mean, the students are not used to this. When they see a teacher with different gestures and mimics, they all start to laugh. Or I asked them to show how an angry person looked like. When a child shows it, the others make fun of him... (Defne)

Secondly, the teachers stated that upper grade students' SBS oriented concerns caused them to develop negative attitudes towards the lesson. They said that as the SBS was reading and grammar oriented, the students expected them to teach the lesson through lecturing. To illustrate, two teachers said:

> The 8th graders are more exam oriented as they take SBS. How many correct answers I have done, how many wrong answers I have. They think like this. (Kuzey)

> They [7th and 8th graders] say that "Teacher, there are 10 or 15 questions in SBS [about English]. Why do we study [English]? (Defne)

One other implementation problem reported by the teachers was pubety. They said that especially the seventh grade students had some concentration problems and were easily bored during the lesson. One representative quote is as follows:

> 7th and 8th graders find the activities [games, vocabulary activities, etc] easy in terms of their level...These students cannot concentrate on anything. I do different activities with them. (Emre)

Impact on Achievement: The teachers said that the changes in their actual classroom practices had an impact on the achievement level of the students as well. In the first place, some teachers stated that the use of communicative activities and L2 increased the communicative competence of especially the 4th, 5th, 6th grade students and encouraged them to speak English even if they made mistakes. To illustrate, one teacher said:

> As we use the computers and they see the native speakers [on videos], their pronunciation has improved. They are more willing to participate in the lesson as we use games. Before the seminar, when I wrote something on the board and asked the students to talk about it, the students produced limited ideas... (Emre)

The teachers also stated that the use of a communicative way of teaching increased the retention rate of vocabulary. Few teachers also reported an increase in the vocabulary sections of the exams, which they associated with the changes in their classroom practices. By way of illustration, one teacher commented:

> For example, they even learned the vocabulary items that I hadn't taught. Just hearing from me.. When they don't understand what I say [in English], I say it in Turkish and they understand it. Even if they don't know how they [vocabulary items] are spelled, they know how to pronounce them. (Selin)

It is also important to note that some teachers reported a decrease in the comprehension and retention level of grammar skills of the students. Few teachers also said that the students displayed low performance in the grammar section of the exams. To demonstrate, one teacher said:

> It [use of a communicative way of teaching] contributed [to the students] in terms of speaking but there has been a decrease in vocabulary and grammar loaded exams....I don't care the decrease in their test scores. There might be a decrease for now but if we continuously use it in class instead of memorizing the vocabulary, they will not forget them. (Emre)

He further associated the decrease in grammar with traditional schooling. He said:

198

Repetition is very important in our education system. Students are used to this. They are used to writing and memorizing vocabulary. When this changes, I mean as we apply differently, it becomes a problem. (Emre)

All things considered, the seminar had an impact on teachers' pedagogical beliefs, pedagogical content knowledge, actual classroom practices, personal and professional growth, and students in a number of ways.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where ..." said Alice.
"Then it doesn't matter which way you go," said the Cat.
"..so long as I get somewhere," Alice added as an explanation.
"Oh, you're sure to do that," said the Cat, "if you only walk long enough."
(Lewis Carroll, Alice in Wonderland)

The present study aimed to investigate the impact of an INSET program designed through a cascade training model by the MoNE on English teachers and their actual classroom practices. This section presents the conclusions of the study with regards to the connection of planning, implementation, and evaluation aspects of staff development to that of impact. In line with this, the discussion section presents the effective and ineffective principles of staff development processes that are likely to create an impact on teachers and their instructional practices. It also focuses on the differences among the teachers in implementing the learning experiences they gained in staff development. The chapter concludes by the discussion of implications for practice and further research.

5.1. Conclusions

Understanding the impact of a staff development program on teachers and their actual classroom practices requires a detailed analysis of how this program is planned, implemented, and evaluated. In line with this, the present study focused on planning, implementation, evaluation, and impact of a local INSET seminar designed through the cascade training model with an aim to

investigate the connection of the first three aspects to that of impact. The results indicated that the first three aspects of staff development seemed to have a profound impact on teachers' pedagogical beliefs, pedagogical content knowledge, actual classroom practices, personal and professional growth, and students. These five levels of impact seem to interact with each other based on the effective and ineffective staff development processes. The results also indicated that characteristics of the teachers (teaching experience and gender), their self-concepts, motivation, and the pre-service teacher education programs they attended seemed to play a role in this interaction process although the contexts of the schools in which they worked did not seem to have an impact on their after seminar practices. Figures 5.1 and 5.2 demonstrate the networks of effective and ineffective staff development processes, respectively. Arrows leading to the boxes describe the relation between the processes, which will be discussed in detail next.

5.1.1. Reflections on TTPs: What Worked, What did not, and Why?

Planning has been thought of as a key factor in any staff development program in terms of increasing its success and sustainability. It includes anything that happens prior to the implementation of the program. As INSET seminars adapting the cascade training model were organized upon the completion of the TTPs, it seems to be inevitable not to regard the TTPs within the heading of planning. In line with this, this section presents and discusses the TTPs as a part of the planning stage of the local INSET seminars.

The first stage of the cascading started with selecting a group of English teachers who would be the first generation teacher trainers (FGTTs) upon the completion of the TTP, and cascade their knowledge and skills to other English teachers all around Turkey. Villegas-Reimers (2003) states that "careful attention must be paid to the planning of such a programme and process, and to the selection of the first generation. This can continue effectively for up to three generations" (p.115). However, the results of the study indicated that there was a lack of planning regarding the selection of the TTCs. In the first place, there was a lack of criteria for selecting the English teachers who would become teacher trainers, which meant that their language ability, teaching experience, motivation

201

PLANNING

IMPLEMENTATION

IMPACT
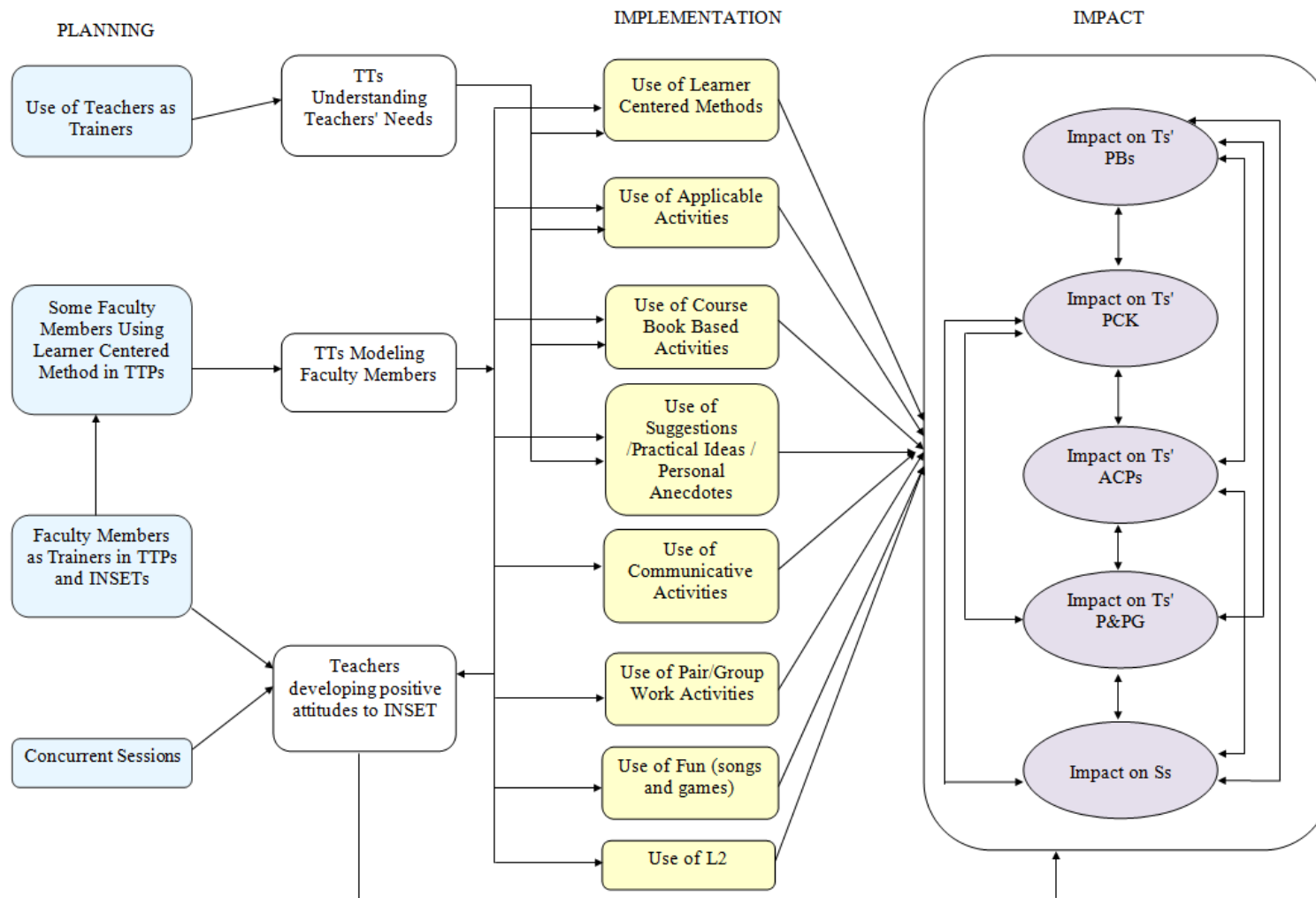
Figure 5.1. Effective staff development processes.

PLANNING

Lack of Planning

No Needs Assessment

No Selection Criteria For Faculty Members & Native Speakers

No selection criteria for TTCs

Content Selection Inconsistent with Aims and Needs / Content as Outline Format

Training TTCs within Interests & Area of Expertise / Use of Traditional Methods in TTPs

TTs Modeling Faculty Members

Lack Of Timely Info On TTP's Purpose To TTCs

TTCs Not Developing Readiness for TTPs

Lack of TT Competencies

Inconsistency Between Type of Attendance of TTCs (compulsory vs. voluntary)

Decreasing Number of TTCs

Lack Of Timely Info on TTP's Purpose To Academicians

Lack of Focus on How To Teach Adults In TTPs

FGTTs as Trainers of the SGTTs

Evaluating TTCs through Ways Inconsistent with TTP aims

Emerging Need For a Second TTP

Lack of Timely And Sufficient Info on INSET to Teachers

Teachers Developing Negative Attitudes to Seminar

EVALUATION

Lack of Proper Evaluation

Lack of TT & Faculty Member Evaluation system

Use of Questionnaire with Low Psychometric Properties to Evaluate the INSET

No Follow-Up (No Further Guidance System)

IMPLEMENTATION

Use of Traditional Methods In Local INSETs

Unable to Take Ts' Teachers' Attention

Lost Content and Values in Transmission

Lack of Teacher Concentration During the INSET

IMPACT

Insufficient Impact on Teachers

Lack of Seminar Sustainability

203

Figure 5.2. Ineffective staff development processes.

to be a teacher trainer, and any other qualifications necessary for becoming a teacher trainer were not sought prior to the selection process. Instead, the findings revealed that only a number of TTCs were announced about the TTP based on the personal relations. However, specifying a set of criteria is a sine qua non for the development of the subject matter and technical skills of the TTCs. Parallel with this, the results also indicated that the lack of specific criteria became a problem during the planning and implementation stages of the local INSET seminars, which seemed to have a negative impact on teachers and their actual classroom practices. To illustrate, the results indicated that lack of L2 competence of the TTCs caused them to depend on the traditional methods rather than the learner centered methods during the delivery of the sessions in the local INSET seminars. It was further found that when the teacher trainers were highly dependent on the traditional methods in session delivery, it did not attract the attention of the teachers and the sessions characterized with a traditional way of teaching did not seem to have an impact on teachers' after seminar practices. This clearly indicates that conducting a comprehensive needs assessment study prior to the TTPs and identifying the key competencies the TTCs would have and selecting the content accordingly would have been useful as the use of a well designed needs assessment results in highly efficient staff development (Guskey, 2000).

Apart from the problems resulting from the lack of criteria for the selection of the TTCs, the results also indicated that the selected TTCs were not informed about the purpose of the TTP on time, which seemed to cause some of the TTCs not to take the TTPs seriously until they learned the actual purpose of the TTPs. If those TTCs had been given initial information on the purpose of the TTPs, they would have developed better technical skills, and there would not have been a need for the second TTP which was initiated due to the insufficient number of the teacher trainers trained in the first TTP. However, the results indicated that the MoNE did not seem to foresee this, and it was like all of a sudden that they decided to organize a TTP. What is surprising is that some of the faculty members were not also given information on the actual purpose of the TTPs, which caused them to focus on teacher training rather than trainer training. This, indeed, could be regarded as an ineffective practice since there was a limited focus on how to

teach adults during the seminar, which seemed to have a negative impact on teacher trainers' competencies. Considering that the teacher trainers with low competencies seemed to have a preference over direct teaching in the INSET seminars and the sessions delivered through direct teaching did not have sufficient impact on teachers, informing the TTCs and the faculty members about the TTP's purpose in advance is crucial for the success of the local seminars as well.

Lack of planning regarding the TTP manifested itself in the provision of the timely information to the TTCs as well. They were called on the TTP on the last working day of the week, which caused them to experience some problems which were further intensified by compulsory attendance. Some TTCs attended the seminar on a voluntary basis while some others were just asked to attend it, which showed that there were different applications regarding the selection process. Although the TTCs were later left the decision to decide whether they would be a teacher trainer upon the completion of each step, the initial selection process was found to be ineffective. Here, it is important to note that provision of sufficient and on time information on the TTP, and specifying a set of criteria would have definitely made a change on the impact of the local INSET seminars as "Improving the quality of input has become increasingly focused on teachers' professional development, which inevitably relies on the professional skills of the teacher trainers" (Courtney, 2007, p.322), and development of proper technical skills lies in the proper selection of the TTCs.

Content selection is an important component of any staff development process, and it is a critical decision to be thought over carefully and thoroughly (Joyce & Shower, 2002). However, the results indicated that content selection was not done properly, and no needs assessment study seemed to have been done to select the content prior to conducting the TTP, which meant that the needs and expectations of both the teachers and the MoNE regarding the new curricula were not investigated in detail. This finding is consistent with those of Kenan and Özmen (2010), Küçüksüleymanoğlu (2006), Odabaşı-Çimer, Çakır and Çimer (2010), and Ünal (2010). Confirmed by a faculty member who had been working for the MoNE for a very long time, the framework for the content selection was drawn approximately 20 years ago mostly by the foreign experts as an outline

205

format considering some pre-established objectives, and it had been rigidly followed until the first TTP in both the local INSET seminars and the TTPs. In fact, this finding is in agreement with Küçüksüleymanoğlu's (2006) findings which showed that the contents of the staff development programs held by the MoNE for English teachers between the years of 1998 and 2005 were quite similar to each other.

The results of this study indicated that prior to the first TTP, only few of the faculty members' opinions and expertise were taken into consideration for the first time, and new session headings such as CEFR and integrated language teaching were added to the content list. However, the content selection process did not go beyond the session names, and even the name of the seminar did not change. Relying heavily on the expertise of the international experts and underestimating the value and expertise of the local practitioners could be regarded as a weakness of the staff development program organized by the MoNE. This is further supported by Courtney (2007) who defines one of the ineffective practices of staff development programs as the selection and development of content "by deconceptualised and international experts" (p.323) based on an extensive analysis of staff development literature he has made.

It is important to have an in-depth look at how the TTPs were implemented to be able to analyze their impacts on the teacher trainers, and in turn, on English teachers through the local INSET seminars. The findings indicated that the first TTP was initiated in 2009 to train teacher trainers who would cascade the trainings to all English teachers in Turkey. It consisted of four separate steps, and lasted for six weeks in total. The trainers were composed of the faculty members, native speakers, and the trainers from the MoNE. As seen in Figure 5.2, the results revealed that not providing the TTCs with sufficient and on time information on the TTP, inconsistency between the type of attendance, lack of selection criteria for TTCs, and the use of an evaluation system which was incompatible with the goals of the TTP decreased the number of the TTCs in each step of the TTP and created a need for the second TTP as only 30 first generation teacher trainers (FGTTs) were educated in the first TTP. Unlike the first TTP, the

206

second TTP included two steps and lasted for three weeks. Moreover, the trainers were mostly the FGTTs along with the academicians and native speakers.

The results indicated that the differences between the TTPs in terms of the duration, number of trainings, and trainer assignment seemed to create differences between two groups of teacher trainers in terms of the knowledge and competencies developed. As O'Donahue (2010) points out that "as training flows through the layers a certain amount of quality and content is lost in transmission," (p.6) which suggests that the second generation teacher trainers (SGTTs) might not have developed similar competencies with those of the FGTTs. However, the findings indicated that although most of the SGTTs stated that they would prefer to have been educated by mostly the faculty members, they believed that the FGTTs contributed to their professional development as well. The reason for this could be that the teacher trainers who were the actual local practitioners knew the realities of the actual language teaching practices and the problems of the English teachers in their local contexts. In this respect, they were expectedly more successful in generating solutions to these problems when necessary as confirmed by some of the teachers who took part in the local INSET seminars as well. When compared to some faculty members and native speakers who were reported to be successful in their methodological knowledge and language abilities, the teacher trainers who were also teachers could be regarded as a bridge between the theory and practice. The results revealed that their involvement in the local INSET seminars had a major impact on the personal and professional growth of the English teachers as the teachers took them as models.

The results indicated that no established criteria were used to recruit the faculty members and native speakers who would train the TTCs. They were not selected on the basis of the session they would deliver. Instead, they trained the teachers and TTCs within their area of expertise. This step is of crucial importance as the TTCs modeled the faculty members, and cascaded the trainings to English teachers in the local INSET seminars similar to the way the faculty members did. Moreover, as the content selection was not made properly, the content was not more than an outline including the session names. Specifying the content as an outline format manifested itself as a problem during the

207

implementation of the TTPs in that the same session was delivered in quite different ways by different trainers based on their interests, content knowledge, and competencies. What is more, this seems to have caused some differences in TTC's pedagogical content knowledge in that their knowledge in a specific area was limited to the input provided by the faculty members.

The content and methodology of the TTPs were found to have an effect on how the local INSET seminars were implemented as well. In the first place, the content of the TTPs focused on the major topics about language teaching and learning which refreshed and updated the teacher trainers. However, there seems to be considerable evidence gathered through the teacher trainers and faculty members that the TTPs failed to provide sufficient input on how to train adults and cascade the trainings to English teachers. Although the TTCs were given some tips regarding teacher training such as posture in the classroom, proximity to the audience in few sessions, their understanding of adult education was limited to those session. Thus, it could be said that the TTPs could not have contributed to the development of the TTCs' technical skills a lot. In fact, this could have been resulted from the lack of a careful planning prior to the initiation of the TTPs. As seen in Figure 5.2, if a proper planning strategy had been followed, content of the TTPs had been selected based on the current needs of the teachers and the MoNE, and the faculty members and the native speakers had been informed about the purpose of the TTPs on time, this problem would not have been experienced.

The study revealed that the lack of sufficient input on "how to train adults" in the TTPs had a negative impact on the implementation of the local INSET seminars as well. Wei et al. (2009) regards the lack of sufficient focus on how to train the teachers as a weakness of the cascade models. Similarly, as noted earlier in Chapter II, Eraut (as cited in Thorburn, 2006) states that "while a top-down model of cascading might work where simple dissemination of information is required, it certainly does not appear to work when there is a need for a deeper pedagogical or professional development" (p.364). Since the educational reform movement was characterized with a significant shift from a teacher centered paradigm to a constructivist way of teaching, the TTPs should have provided

more comprehensive input to the TTCs on how to transfer the knowledge and skills into their training contexts.

The methodological practices employed during the TTPs seemed to have an impact on the implementation of the local INSET seminars. The results indicated that theoretical sessions were followed by the practical ones where the TTCs applied what they had learned into limited contexts during the TTPs. The results also indicated that both learner-centered and traditional methods were employed. However, lecturing was mostly used by the faculty members and trainers, and the trainings were mostly characterized with high terminology and theoretical content, which was regarded as a weakness of the TTPs. This is also emphasized as one of the weaknesses of the cascade models by Kennedy (2005). In fact, the use of lecturing in most of the sessions was inconsistent with the purpose of the TTPs as the trainers did not preach what they taught. As the TTCs were expected to train and inspire teachers to employ a constructivist way of teaching in their classrooms, the use of lecturing, regarding the TTCs as passive receptors of knowledge in some of the sessions, and providing limited practice opportunities to them did not match with the intended goals of the TTPs. Furthermore, the results of the study revealed that some TTCs modeled the faculty members and used a traditional way of delivery in the local INSET seminars, which did not have an impact on teachers and their actual classroom practices as demonstrated in Figure 5.2.

The results also revealed that some implementation processes employed during the TTPs were quite effective in terms of enabling the teacher trainers to transform what they had learned into practice and create an impact on teachers and their actual classroom practices. The findings indicated that among the TTP practices leading better performance of the teacher trainers in the local INSET seminars were mainly the workshop sessions including active learning and communicative activities such as role plays, drama, information-gap activities, hands-on activities, and small group activities. This is consistent with what Garet et al. (2001), Guskey (2000), Munby et al.(1987), and Wei et al. (2009) suggest as effective principles of professional development. Moreover, the use of L2 as a medium of instruction during the seminar was one of the effective implementation

209

practices promising impact, which had an influence on the teacher trainers' actual training practices along with the personal and professional growth in the long run. The reason why the teacher trainers found these practices useful was twofold. In the first place, those practices were parallel with the methodology of the new curriculum. Secondly, the teacher trainers believed that they could easily transform these into their actual training practices. Parallel with this, as seen in Figure 5.1, the results of the study indicated that when the teacher trainers used a similar way of teaching in the local INSET seminars, it had a profound impact on teachers and their actual classroom practices.

The evaluation processes employed in the TTPs had some serious flaws that caused lack of teacher trainer competencies, which in turn had a negative impact on seminar sustainability as seen in Figure 5.2. Considering that teacher trainers play a significant role in inspiring the teachers to translate the knowledge and skills they gained in the seminars into their teaching practices, evaluation component of the TTPs needs to be discussed thoroughly. In the first place, the results revealed that the TTCs were administered a multiple choice exam upon the completion of each step of the training, and only those who passed the cut-point were found eligible to move on the next step on a voluntary basis. Since the TTCs were trained to cascade a constructivist way of teaching to English teachers, the use of a multiple choice exam testing the knowledge base of the teachers could be regarded as an ineffective practice of the TTPs. In fact, faculty members conducted small-scale observations during the trainings, but these observations were not used for evaluation purposes. However, the TTCs should have been evaluated on the basis of how well they could transform the knowledge and skills they gained in the TTPs to the teachers in the local INSET seminars apart from their competence in the field as this was the actual purpose of the TTPs.

The second evaluation flaw was the inconsistency within the evaluation process itself, which could be resulted from the lack of planning. The results indicated that the TTCs who did not pass the exam at the end of the first step of the TTP were not able to attend the second step. However, a new group of TTCs who even did not attend the first TTP were invited to attend the second step due to the decreasing number of the TTCs. This could have a negative impact on teacher

210

trainer competencies as well as the attitudes of the TTCs to the TTPs. Apart from the inconsistency, the evaluation dimension of the TTPs was characterized with uncertainty. The results indicated that the TTCs did not know what the cut-point was to pass the exams and this created uncertainty. Another issue of uncertainty revealed itself upon the completion of the first TTP. With an aim to train a new generation of teacher trainers, 30 FGTTs were divided into three groups with 10 teacher trainers in each. The first two groups of trainers were assigned to train the SGTTs along with the faculty members and native speakers while the last group started to cascade the trainings through the local INSET seminars simultaneously. The results indicated that there was a lack of information about how that grouping was made, which caused conflicts among the teacher trainers. If the MoNE had planned all these trainings earlier with the contributions of the faculty members and the local practitioners, they might not have encountered such problems and there may not have been a need to train the SGTTs.

Taken together, these results indicated that the lack of a proper evaluation system in the TTPs caused some TTCs with low competencies to become teacher trainers, which seemed to decrease the potential impact of the local INSET seminars on the teachers as the teacher trainers with low competencies had a tendency to employ traditional methods in session delivery as noted earlier. The results further revealed that the sessions of those teacher trainers had insufficient impact on the teachers. They were not able to take the teachers' attention during the INSET seminars and some teachers stated that they did something else than listening to the teacher trainer who had less language abilities than themselves. When it is considered that there were 48000 teachers who took local INSET seminars and there were 80 teacher trainers in these seminars, it could be said that one teacher trainer reached approximately 600 teachers. This number can clearly show how the selection of the teacher trainers is important. If there is one teacher trainer with low technical skills and language abilities, this affects around 600 teachers and 2400 students even if it is considered that these teachers teach only 40 students in average in their local contexts. The number of the students who are affected from faulty teacher trainer selection decision of the upper management increases as the number of the teacher

trainers with low technical skills and language abilities increases, and the scene gets worse.

Last but not the least, the recent TTPs had some qualities that differentiated them from the previous staff development programs in a positive way. Developing an understanding of these qualities is of crucial importance to be able to identify the connection between the TTPs and the impact of the locsal INSET seminars. The first quality could be regarded as the seminar venues for the TTPs. The results indicated that the venues were considered to be highly successful and comfortable by the teacher trainers and the faculty members. The teacher trainers and the faculty members stayed at the same hotel and spent time together, which enabled them to share their experiences and develop better personal relationships with each other. In this way, the TTCs could break the ice between each other, were able to listen to the faculty members and the native speakers off the record and were also able to see them from a different and closer perspective. This could be regarded as one of the variables that increased the effect of the TTPs and made them more successful as it had an impact on the teacher trainer competencies. The second quality was the use of English language as the medium of instruction during the TTPs. The teacher trainers who took part in this study all noted that the seminar differed from the previous seminars in terms of the medium of instruction. The results revealed that when the TTCs noticed this, they had the feeling that this seminar would be different than the others. Moreover, English speaking teacher trainers were taken as models by the TTCs attending the seminars and they stated that they started to speak English more in their local contexts. This is why the upcoming seminars should be held all in English to motivate the teachers more and make them believe that the seminar they are attending is different.

5.1.2. Local INSET Seminars: What Worked, What did not, and Why?

The completion of the TTPs accelerated the initiation of the local INSET seminars all around Turkey in 2010 to contribute to the internalization of the educational reform by reaching all English teachers in Turkey. However, considering that the educational reform movement was translated into the English

Language Curricula during the 2005-2006 academic year, the initiation of such a comprehensive nationwide program took place quite late. As a matter of fact, these programs should have been held before the implementation process started (EPÖ, Profesörler Kurulu, 2006). The results of the study indicated that this "quick fix" approach resulted in ineffective planning which seemed to have a negative effect on the impact of the study on teachers and their actual classroom practices, as will be discussed next.

One of the ineffective staff development principles could be regarded as the lack of timely information provided to the teachers as seen in Figure 5.2. The results indicated that the seminar was conducted during the school period, and the teachers were called upon the seminar on the last working day of the week. There were also some teachers who learned it on the first day of the seminar. Furthermore, what the teachers knew about the seminar was no more than its name, venue, and duration. The results further indicated that since the teachers did not have any sufficient information on the seminar, they developed negative attitudes to it, which manifested itself as teacher complaints during the first hours of the seminar. Considering the teachers who were coming from the village schools, teachers' plans regarding their work and family, and the compulsory attendance to the seminar, the negative reactions of the teachers seemed to be inevitable. If those teachers had been provided on time information about the purpose, content, and daily program of the seminar, it could have probably increased their interests and motivation and yielded much more impact.

The results also indicated that compulsory attendance to the seminar caused some teachers to develop negative attitudes to the training since they expected a classic INSET seminar which was characterized with lecturing, crowded classrooms, and off-task behaviors of the teachers. It is somewhat surprising that some teachers brought novels to the seminar so that they could read them during the session delivery. However, the results of the study revealed that the negative attitudes of most of the teachers turned into positive ones as they noticed that the seminar was quite different from the previously held seminars by the MoNE. The first session entitled ice breakers and warmers enabled the teachers to overcome their prejudices. What made this session motivating could

213

be the use of 5-10 minute activities, active involvement of the participants, and the high competencies of the faculty member who presented the session. Moreover, the use of English as the medium of instruction contributed a lot to this effect. In line with the changes in the attitudes of the teachers, "Should the local INSET seminars be compulsory?" question emerges. The results indicated that the answer is "It depends." The findings revealed that if the aim of the staff development was to enable the teachers to adapt to the new curricula, the attendance should be compulsory. Even the teachers who stated that voluntary attendance was important to get the most out of the trainings and increase the sustainability of the training event said that teachers should attend the seminar on a compulsory basis as the seminar aimed at refreshing and upgrading all teachers so that they could transform new roles compatible with the educational reform. This could be further supported by the evidence that the teachers who did not want to attend the seminar developed quite positive beliefs during the seminar. However the results indicated that the teachers could attend staff development programs on a voluntary basis if the educational reforms or large scale innovations are not integrated into these programs.

Timing and duration of the seminar were found to be ineffective practices as well. In the first place, the results indicated that organizing a seminar during the school period had negative effects on the attitudes of the teachers towards the training. Since the teachers were one week away from the school, they experienced some pacing problems, which caused them to rush later. This became a bigger problem for the upper grades as their curricula were reported to be overloaded. Moreover, the results indicated that the teachers also found it difficult to go back to teaching after the seminar as the students seemed to lose their motivation during the teacher's release from the school. Thus, it could be said that if the timing of the seminar had been arranged more carefully in line with the teacher expectations and the seminar had been conducted in September or June, it would have created much more impact on the teachers and increased their transformative knowledge and skills. The results also indicated that the teachers found the seminar intensive, and believed that it could be extended to a longer period with fewer contact hours of training each day. The long training hours

made the teachers exhausted, and some of them lost their concentration. The shorter hours would have kept the concentration of the teachers at peek and yielded better results. These findings are consistent with that of Odabaşı Çimer, Çakır, and Çimer (2010) who investigated the effectiveness of the INSET courses held by the MoNE to introduce the new curriculum to primary and secondary school teachers. In their study, they held semi-structured interviews with 20 primary and 18 secondary school teachers on the INSET programs they attended. Similar to the present study, they found that time and duration of the seminars had a negative impact on the teachers.

It is also important to note that although a few problems were experienced during the planning stage of staff development, local organizational planning worked seamlessly except a few points, which seemed to have a positive impact on teachers' attitudes towards the INSET. The findings indicated that three local seminars were simultaneously held in three different cities most of the times and success of these seminars was closely related to the faith of the Provincial Directorates for National Education (PDNE) in staff development as they were in charge of the local level planning. The results showed that the teacher trainer assignment was done based on the proximity of the city where the seminar would take place to the city in which the trainers worked and the teacher trainers who originally worked in the city where the seminar would be organized made all the local planning with the PDNE by determining the number of the teachers attending to the seminar, assigning them alphabetically to the sessions, making transportation and accommodation arrangements for the trainers, as well as supplying stationery and equipment for the teacher trainers. In a way, they served as the bridge between the PDNEs and the Board of Education (BoE). The results showed that in Konya case, more than 1000 English teachers working in Konya attended the seminar. As there was a high number of teachers, three seminar venues were allocated to training, and almost 10 concurrent sessions were held within each venue in a seamless way, which shows that local planning for the INSET seminar was made properly. Furthermore, the findings revealed that having concurrent sessions enabled the teachers to develop positive attitudes towards the seminar and took it seriously as they found it professional.

The results also indicated that the organization of the seminar had a positive impact on the personal and professional growth of the teachers as well as contributing to their pedagogical content knowledge. The findings revealed that the seminar enabled the teachers to meet and interact with their colleagues not only during the sessions, but also within the session and lunch breaks. Interacting with their colleagues and discussing about their teaching practices, teaching contexts, and most importantly students resulted in an increase in job motivation, and self efficacy of the teachers. This finding is in agreement with those of Gültekin and Çubukçu (2008) who conducted a survey study on the perspectives of 530 primary school teachers regarding the INSET seminars organized by the MoNE. They found that the INSET seminars increased the interaction among the teachers, and contributed to the performance of the teachers, resulting in job satisfaction. In line with this, the results of the present study further indicated that if the duration of the session breaks had extended and/or the seminar had been organized in a different city where the teachers could stay at the same hotel and have a 7/24 discussion and sharing environment, the seminar would have created more impact on the teachers.

The lack of a needs assessment conducted prior to content selection process emerged as one of the ineffective practices which had a negative impact on the seminar delivery and decreased the impact of the seminar on teachers' pedagogical beliefs, pedagogical content knowledge and actual classroom practices. "In order to provide specialized programs adjusted to the needs of individual persons, groups, or particular schools; first the previous knowledge, subjective theories, attitudes, expectations, goal and motivation of the potential participants have to be determined" (Huber, 2011, p.840). However, the results indicated that neither the faculty members and the teacher trainers nor the English teachers were asked their opinions about what should constitute the local INSET seminars. The findings of the study regarding the needs assessment are consistent with that of Odabaşı Çimer, Çakır, and Çimer (2010). Moreover, the findings of the present study are in agreement with Miser, Yayla, and Sayın's (2006) study which aimed to evaluate the effectiveness of the in-service training programs organized by the MoNE. The results of these studies confirm that the needs of the

teachers were not catered for and there was no continuity of the needs assessment studies employed by the MoNE. However, it is quite important to note that the lack of needs assessment or if there is any, the lack of proper needs assessment decreases the effectiveness of the local INSET seminars adapting the cascade model. This is further suggested by Morrison, Gott, and Ashman (1989) who state that

> If INSET courses which are externally led and which adopt a cascade model are to be effective in generating, supporting and evaluating innovations there is a need for such course provision of predetermined content, skills and knowledge and to become more tied to specific user needs. Because it is teachers who ultimately will have to shoulder the problem of curriculum implementation.." (p.159)

The lack of needs assessment caused successive problems in the implementation of the local INSET seminar, which had a negative impact on teachers and their actual classroom practices. The results indicated that since a needs assessment study was not done, the content of the seminar did not reflect the actual needs of the English teachers aligned with the new curricula, so it was away from answering the current needs of the teachers. The trainers cascaded the same content used during the TTP process to the teachers in the local INSET seminars. As Solomon and Tresman (1999) states, one of the drawbacks of the cascade training model is that it has a lack of "beliefs built on values which could then be put into professional action" (p. 314). However, to what extent the teacher trainers developed the beliefs in accordance with the educational reform and prepared the teachers for constructivist classrooms seems to be a question that many could be interested in to find the answer of. As discussed earlier, the results showed that the same content had been used for both the TTPs and the first local INSET seminars except few points. The name of the seminar and session titles did not go through any alteration as well. However, the seminar content differed from the TTP content in that it had less focus on theory and terminology, was standardized, and did not include any session on NLP and adult education, which seems pretty normal as the trainers are expected to know more than the teachers.

217

The way the TTP content was standardized for the local INSET seminars seemed to have some flaws, which had a negative effect on the impact of the seminar. The standardization process was conducted through a content standardization meeting organized in collaboration between the MoNE and Bilkent University with an aim to determine the foundations of the sessions, avoid the possible clashing use of the content and activities, and decrease the dominance of the methodological preferences of the teacher trainers and faculty members. The teacher trainers worked in sub-commissions (e.g., teaching reading) with the moderators who were mainly faculty members, and developed the session assigned to their group. The results revealed that a problem regarding planning manifested itself at this stage as well. Some of the teacher trainers were not grouped based on their interests and background knowledge, which decreased the quality of the materials prepared for some of the sessions. Moreover, some of the teacher trainers dominated the discussions creating some within and among group conflicts. As there was no needs assessment conducted, the content of the seminar seemed to be limited to the understanding and knowledge of the teacher trainers and faculty members. Considering that the TTPs had some flaws that caused lack of teacher trainer competencies, having the teacher trainers to develop the content could be regarded as an ineffective practice.

The results revealed that the outputs of the standardization meeting seemed to play a crucial role on the impact of the seminar on teachers and their actual classroom practices. The findings showed that the output of the content standardization meeting was one PowerPoint presentation for each session (e.g., teaching reading) and a few standardized activities. The teacher trainers were expected to use those materials without demonstrating any instructional flexibility, which caused some of them to be highly dependent on the PowerPoint presentations during the local INSET seminars. However, they were given the flexibility to use any other instructional activities based on their interests in accordance with the session. The results revealed that some teacher trainers felt the necessity to cover the content on the PowerPoint presentations as much as possible, which resulted in high dependence on the presentations and reading from the slides in the form of lecturing. The results further indicated that the sessions

which were highly dependent on the PowerPoint presentations did not have a sufficient impact on teachers. The results also showed that some other teachers did not use the PowerPoint presentations as expected, which shows that the study held at Bilkent was not so effective and was away from being accepted by the teacher trainers who taught in the local INSET seminars. A possible explanation for this might be that the way the PowerPoint presentations were prepared made the teacher trainers lose their faith about the PowerPoint presentations and resulted in their excluding them from their instruction.

The results indicated that implementation process of the seminar had an impact on teachers and their actual classroom practices in a number of ways. In the first place, the use of L2 as a medium of instruction during the seminar and continuous encouragement of the trainers to use L2 in class had a significant impact on teachers' pedagogical beliefs regarding the L2 use. They developed either awareness or their existing beliefs that the L2 use would increase the communicative competence of the students, or initiated new beliefs. In line with this, the results further indicated that the changes in the pedagogical beliefs of the teachers were transformed into their actual classroom practices. It is encouraging to compare this finding with that was found by Khan (2002) who reported an increase in L2 use of the English teachers upon attending an INSET program which was delivered through L2. Moreover, this study corroborates the ideas of Feiman-Nemser and Remillard (1996) and Phipps and Borgs (2007) who suggested that when staff development programs create a change in the pedagogical beliefs of teachers, these beliefs are mostly transformed into praxis.

Here, it is important to note that although all teachers reported an increase in their L2 use in class, the amount of students' exposure to L2 in classroom differed according to the teachers' previous use of L2 as well as the characteristics of the teachers. The teachers who expressed that they had been rarely using L2 in class were observed to use L2 quite less than those teachers who reported a higher self-efficacy. This clearly shows the connection of L2 use in the classroom with the teachers' characteristics. It could be said that the teachers who developed more self-efficacy were the ones who used L2 more frequently in their classes. This could be interpreted in the way that when the

teachers are given opportunities to develop positive beliefs about their self efficacy during the seminars, they could feel more comfortable in transferring the skills they learned in the seminar into their practice in their local contexts.

The results showed that the perceived changes in the attitudes and achievement level of the students as a result of the L2 use had a reciprocal effect on teachers' beliefs. The teachers developed the belief that the use of L2 would increase the motivation, participation, and vocabulary retention of especially the lower level students while it would not work in some of the upper grades due to the problems (e.g., parent pressure, classroom management, lack of L2 proficiency) they experienced in those grades. This had an impact on their actual classroom practices in turn as most teachers continued to use L2 in lower grades while they used less or none L2 in the upper grades. The reason why the teachers were not able to deal with the problems and code switched to L1 in the upper grades could be resulted from a lack of sufficient focus on how to use L2 in class during the seminar. If the local INSET seminar had focused on an exploration of how the teachers could use L2 in class, and encourage the students to do so, it could have fostered the pedagogical content knowledge of the teachers, and promised the sustainability of L2 use in all grades.

The results further indicated that the use of L2 as a medium of instruction had a profound impact on the personal and professional growth of the teachers, which then seemed to be translated into their actual classroom practices. The use of L2 seemed to encourage the self reflection process, and as the teachers stepped back and reflected on their L2 use, some teachers articulated a lack of self-concept in L2 use while some others just felt the need to improve themselves. This encouraged them to start to use L2 in class to develop their language competence as well. Furthermore, some teachers started to read newspapers, books, and online news in English and listen to the audio books in different fields. Thus, it is apparent that use of L2 as a medium of instruction is an effective practice that should be employed in the other seminars to contribute to teachers' actual classroom practices and personal and professional growth.

The methodological practices employed during the seminar had a negative or a positive impact on teachers' use of the knowledge and skills

according to the approach used by the teacher trainers. As explained in detail in Chapter IV, both traditional and learner centered methodologies were utilized during the seminar though the former was employed in most of the sessions. In the first place, the results indicated that the teachers did not appreciate the sessions mainly delivered through lecturing as they were the passive receptors of knowledge. This dissatisfaction was further intensified when those sessions were characterized with the overloaded terminology and theoretical content. There seems to be considerable evidence gathered through the interviews conducted with the teachers and observations conducted during the seminar and in actual classes of the teachers who participated the seminar that teachers did not transfer lecturing based sessions into their teaching practices. Although those sessions contributed to their content knowledge, they did not develop an understanding of how to employ that knowledge and skills in class. This finding is in agreement with what Joyce and Showers (1980), O'Sullivan (2001), and Üstüner, Erdem and Ersoy (2002) suggest. This finding also accords with the results of a study conducted in Kampot within the framework of a cascade like project. It suggested that "teacher training needed to be far more extensive in developing knowledge and understanding beyond simple course delivery" (Courtney, 2007, p.327). Here it is important to note that some teachers reported that they learned from the "bad practice," lecturing, as well since they put themselves in the shoes of their students and empathized with them, which had an effect on their pedagogical beliefs and pedagogical content knowledge. However, this does not mean that lecturing should be used in some of the sessions. Instead, it can be suggested that a mini demo could be presented by the trainer through lecturing and the teachers could act like students so that they could see how it feels to be trained that way.

Reflecting on the first phase of cascading, it could be said that the way the TTCs were trained had an effect on their methodological preferences. This becomes much more important when someone notices that the sessions they did not internalize during their trainings were delivered in a similar fashion during the local INSET seminars, having little or no effect on teachers and their actual classroom practices. This was further supported by the findings that some teacher trainers modeled the faculty members that educated them. The standardization

meeting seemed to have an effect on the way the INSET seminar was implemented and sustained as well. The results indicated that most of the standardized PowerPoint presentations were overloaded with terminology and theory. As the teacher trainers had limited flexibility in PowerPoint use, they could have focused on the theory and there might not have sufficient time left for practice. In fact, the teacher trainers should have used a better approach with more balance between the practice and theory so that the teachers could enjoy having the theoretical background and the opportunity to practice them.

As noted above, methodological preferences employed during the seminar were not limited to the traditional methods. Learner centered methodologies were also employed in some of the sessions, which had a positive impact on the pedagogical beliefs and pedagogical content knowledge of the teachers. The results revealed that the use of those methods along with the suggestions of the teacher trainers manifested a change in teachers' pedagogical beliefs regarding the use of communicative activities in class. Parallel with the changes in their pedagogical beliefs, the teachers started to use some communicative activities in their classes as observed during the classroom observations. This finding seems to be consistent with that of Dyer et al. (as cited in Courtney, 2007) who asserts that "good quality programs are practical and focus on methods that are understandable by the teachers and can be used in their own classrooms" (p.327). The results of the present study indicated that the teachers mostly transformed the knowledge and skills they developed in the sessions where active learning, active involvement, communicative activities such as role plays, drama, information-gap activities, hands-on activities, and small group activities were employed as these were parallel with the changes in the classrooms manifested by the educational reform. These results are consistent with those of Garet et al. (2001), Guskey (2000), Munby et al.(1987), and Wei et al. (2009). Interestingly, this also accords with what the teacher trainers reported about the effective practices shaping their pedagogy, which could show that they taught the teachers in the way they had been taught in some sessions. It is also encouraging to use these findings with that found by O'Donahue (2010) who conducted a study on a staff development program adapting cascade training

model in the Tamil. The major purpose of the program was to improve the confidence of English teachers to use L2 in class, encourage teachers to use activity based and learner centered methodologies, and enable them to create communicative learning environments. The results of their study indicated that the use of activity based learning and provision of practical activities increased the L2 use in class, and initiated teacher change. As seen in this example and according to the results of the study, the teacher trainers should have been trained as the good practitioners of the envisioned teaching methods to be used in the language classrooms. The inadequacy of the teacher trainers in being a good practitioner of these methods could have caused the INSET seminars to have a limited impact on teachers' actual classroom practices.

Parallel with the changes in the pedagogical beliefs, pedagogical content knowledge, and actual classroom practices of the teachers, the results indicated that teachers' use of constructivist teaching in class had a perceived effect on the attitudes and achievement level of the students. It could be said that these changes were mostly confined to the perceptions of the teachers regarding the impact of their applications on students and the classroom observations of the researcher. Although a direct relation could not be drawn between the teachers' practices and students' achievement and attitudes to L2, it could be stated that especially the lower grade students, namely, 4th, 5th and 6th graders, developed positive attitudes to L2, demonstrated a higher level of participation and motivation, and seemed to have improved their spoken competence and vocabulary retention in a moderate level. On the contrary to the lower grade students, the upper grade students mostly developed negative attitudes to the use of constructivist teaching in class, which was found to be resulted from their SBS related concerns, puberty, and learning habits caused by being exposed to the effects of traditional schooling for a long time.

What is interesting is that the teachers' actual classroom practices changed in time according to the perceived changes in students. Most teachers started to use more activities with the lower grades, while they began to use fewer or none communicative activities in the upper grades. This could be considered the manifestation of the students' resistance to change and the teachers' inability

223

to deal with it. It could be thought that the teachers were left alone in their struggle to change their methodology. This is mainly because the seminar did not include any strategies to arm the teachers to deal with such motivational problems of the students and their resistance to change which is highly expected. The results indicated that although some of the problems were discussed when they arouse during the seminar, the teachers were not given sufficient knowledge on how to deal with the problems decreasing their application opportunities. If the teachers had been trained to better deal with resistance of the students to the change in the methodology of the teacher, which is apparently more severe in upper grades, the teachers could try more to get over this problem. As they weren't trained how to do this, the teachers mostly chose the easier way and retreated which made them return to their old methodology as demanded by the students who were used to be taught in the same old methodology for years. As a matter of fact, this could have resulted from the way the teacher trainers were trained. As they were not given sufficient input on how to deal with the implementation problems during the TTPs, it was more likely that they also did not transfer this to the teachers in the seminars.

The results also indicated that teacher trainers' use of personal anecdotes, experiences and examples from their own teaching contexts was one of the effective principles promising impact. Huber (2011) states that

> ...it is preferable to refer the new information explicitly to the experiences and anchor them there. The reality and experiences of the participants, their needs and problems, should be the starting point and the point of reference for the selection of content and of methods applied". (p.840)

In line with this, the findings revealed that the teachers demonstrated a higher level of motivation and participation to the sessions through either commenting on the experience shared by the trainers or sharing their own experiences. Most importantly, the suggestions made by the trainers during the seminars based on their experiences made a change in the pedagogical beliefs, pedagogical content knowledge, and actual classroom practices of the teachers. As a matter of fact, the way the suggestions were made had an effect on the

224

sustainability of the suggestions. By way of illustration, the teachers reported that they either used or were planning to use the practical materials (e.g., use of a washing line to display student products) suggested during the seminar as it was easy to find those materials and increase students' motivation and participation to the lesson using these materials. This finding confirms the idea of Clair (as cited in Crawford, Schmeister, & Biggs, 2008) who states that "When teachers attend professional development sessions, they want specific examples and tools for teaching that can be put to use immediately" (p.330). Although the suggestion made regarding the use of simple materials were quite limited, the results indicated that the teachers started to think about the versatile use of the daily used materials. However, it is possible therefore that there is still a need to focus on the use of a variety of materials during the seminars to encourage the sustainability of the knowledge and skills.

It is also important to note that when the suggestions made by the teacher trainers and faculty members were not supported by sufficient insights on how to use them in class, the changes just made a difference in the pedagogical beliefs and pedagogical content knowledge of the teachers, and could not be transformed into their classroom practices. To illustrate, during the seminar, the teachers said that they probably would not be able to apply the knowledge and skills in the upper grades as the inspectors would check whether they covered the content of book in parallel with the yearly plan. In response to this problem, most teacher trainers suggested the teachers not to depend on the textbooks and use material adaptation techniques by stating that it was their own classroom. The results of the first interviews conducted with the teachers indicated that the teachers developed the belief that they should not be highly dependent on the textbooks. However, since the material adaptation and development session was mainly delivered through lecturing, and there was a quite limited chance for the teachers to explore the various practices of the material adaptation, the changes in the pedagogical beliefs of the teachers regarding the textbooks were not transformed into their pedagogical content knowledge and actual classroom practices. In fact, there is sufficient evidence gathered through the classroom observations and interviews conducted with the teachers that the teachers continued to depend mostly on the

textbooks. This could be resulted from insufficient focus on techniques in how to adapt the activities of the textbooks used in the classrooms during the seminars. The results of the project conducted in Kampot (Courtney, 2007) further supports this finding of the study in that "Teacher training that was not linked to the textbook was not used by the teachers" (p.326). In fact, if the seminar had had much more practical activities on how to adapt currently used textbooks and the teachers had been donated with the techniques to deal with the textbook related problems in their classes, the seminar would have made more difference.

Apart from the effective and ineffective practices employed during the planning and implementation phases of the study, the results indicated that the evaluation stage of the seminar had an impact on teachers and their instructional practices. The results indicated that evaluation was the weakest chain of the staff development process as there was a lack of evaluation system to ensure the continuity of the program. The results showed that the evaluation of the seminar was conducted through a Likert-type questionnaire administered to the teachers at the end of the last session by the teacher trainer who delivered that session. The teachers evaluated the effectiveness of the sessions they attended. However, the results indicated that the questionnaire did not serve its purpose as it was too general, and there seemed to be no study used to evaluate its psychometric properties. Furthermore, the biased attitudes of the teachers could be regarded as a weakness. The results indicated that the teachers developed relations with the teacher trainers during the seminar, and this bond could have affected the answers the teachers gave to the items. Moreover, as the questionnaire was administered during the last session, the teachers seemed not to concentrate on filling out it. Most importantly, here, it is important to note that the results of the questionnaires were shared with the teacher trainers only once and the results did not seem to be used for reflection purposes. Similarly, the results indicated that the teacher trainers wrote a standardized feedback report to the Board of Education (BoE) to inform them about the effectiveness of the seminar. However, this report was not more than a formality and was not probably taken into consideration. This was further supported by the findings that that there was a lack of efficient utilization of feedback and a lack of collaboration between the teacher trainers and the

226

MoNE. However, if the feedback on the seminar had been gathered through various data collection tools such as questionnaires having high psychometric properties and interviews with the teachers, the flaws in the seminar could have been fixed to increase the potential impact of the seminar.

One other ineffective practice of the seminar could be regarded as a lack of evaluation system to assess the performance of the teacher trainers and faculty members and increase transformative knowledge accordingly. As seen in Figure 5.2, the results indicated that the lack of a proper teacher trainer and faculty member evaluation system caused the teacher trainers and faculty members to continue to use traditional methods in session delivery if they had already used these methods. Teacher trainer evaluation seemed to have some weaknesses as well. It was found that the things that were evaluated were attendance of the teacher trainers to the sessions. Moreover, the results indicated that there was a perceived belief that the session names written in the questionnaire were matched with the names of the teacher trainers to have an overall idea about their performance in the sessions, which was quite ineffective due to the reasons mentioned in the previous paragraph. In addition to this, the current system gave the teacher trainers the feeling that they were able to do whatever they wanted to do in their seminar room which sometimes resulted in their not even sticking the content that they were asked to teach during those particular sessions as reported by some teachers. The results indicated that the use of daily evaluation forms filled out by the teachers and ongoing observations could contribute to the effectiveness of the seminar.

Most importantly, the results indicated that there was an inefficient evaluation system assessing what the teachers had learned and how they used those in their teaching contexts. The results revealed that the teachers attending the seminar did not go through any formal teacher evaluation process, which meant that their performance and participation were not graded. Only their attendance to the session was followed. The findings further indicated that the use of a written evaluation of what the teachers had learned would be quite ineffective as the duration of the seminar was short, and it would display inconsistency with the goals of the local INSET seminars as the teachers would be exam oriented.

227

However, the results suggest that the most effective practice could have been the use of a follow-up system based on coaching to increase the sustainability of knowledge and skills, encourage teachers' implementation, and provide first-hand guidance to them to cope with the barriers to implementation. Knamiller et al. (as cited in Courtney, 2007) states that "...the most effective way of ensuring that what happens at the teacher level has an impact on teaching and learning appeared to be for trainers to follow teachers into the schools" (p.324). However, the results further indicated that the proper selection of the teacher trainers for coaching should be a prerequisite for the continuity of follow-up. The findings indicated that what the teachers expected from the coaching was ongoing guidance and constructive feedback, which is closely related to the competencies and characteristics (e.g., positive, reflective) of the teacher trainers. In line with this, the findings reveal that there is a need to set up a coaching unit in each city where the teacher trainers with key competencies and characteristics could start coaching the teachers to increase sustainability of staff development.

In addition to the effective and ineffective practices employed during the planning, implementation and evaluation phases of staff development, the results also indicated that there were other factors that determined the level of impact of the seminar on teachers' pedagogical beliefs, pedagogical content knowledge, actual classroom practices, personal and professional growth and students. In the first place, gender of the teachers seemed to have an effect on the impact of the seminar on teachers and their after seminar practices. The results revealed that although the male teachers reported a change in their pedagogical beliefs and actual classroom practices regarding the use of L2 and communicative activities, they were found to apply these less compared to the females. Moreover, although they developed the belief that using a communicative way of teaching was important, there was a decrease in their use of new knowledge and skills in the long run. This could be resulted from male teachers' lack of time to get prepared for the lessons as they found the preparations of the materials (e.g., cutting the cardboards) quite difficult and unwillingness to spend time on material preparation as stated by one of the male teachers.

The teaching experience of the teachers seemed to have an impact on their teaching practices when combined with the effects of the seminar as well. In the first place, it was found that the teachers who had over 20 years of experience and were about to retire developed the belief that they could use a more communicative way of teaching in class. However, they seemed to apply fewer new activities to change their practice compared to those who had less teaching experience. The results indicated that this could be resulted from their existing use of a communicative way of teaching in class. Moreover, as they were about to retire, this could have affected their practice. Secondly, the seminar had much more effect on the personal and professional growth of the teachers who had a moderate teaching experience and had already used a communicative way of teaching in class with few applications. This could be because their comparatively fresh pedagogical content knowledge gave these teachers the freedom to focus on the areas that they consider themselves inadequate and they had the opportunity to polish their personal and teaching skills through the seminars.

The results indicated that the self concepts and motivation of the teachers had an impact on their use of the new knowledge and skills. The results indicated that the teachers who expressed inadequacy in English used a more traditional way of teaching and less L2 in class compared to those who reported a higher self concept in the use of English. This finding is in agreement with that "...teachers with a strong sense of self-efficacy are more likely to use open-ended, inquiry, student-directed teaching strategies, while teachers with a weak sense of self-efficacy are more likely use to teacher directed teaching strategies such as lecture or reading from the textbook" (Bümen, 2009, p.263). In fact, the lack of focus on how the teachers could improve their English level and how to use communicative activities and L2 successfully during the seminar could have resulted in these teachers' giving up easily. What could have been done was to provide the teachers with the tips to improve themselves as well as the tips for using communicative activities and L2 in class more efficiently. As for the motivation, the results showed that the teachers who demonstrated a high level of motivation to use the learning experiences gained in the seminar seemed to apply the new knowledge and skills more than those who displayed a lower level of motivation. Moreover,

the results revealed that there was not a significant decrease in their implementation of the learning experiences in the long run.

The departments in which the teachers graduated from seemed to have an effect on the impact of the seminar on the pedagogical content knowledge of the teachers. Although there did not seem to be a significant difference between the graduates of English Language Teaching and English Language Literature in terms of the contributions of the seminar to their pedagogical content knowledge, the teachers who graduated from the Open Education Faculty reported a higher level of change in their pedagogical content knowledge. The results indicated that this could be resulted from the lack of sufficient practice opportunities provided during their education. Although the teachers thought that the seminar presented a limited number of practical ideas, these activities were plenty for the teachers who graduated from the open university. As they had a limited exposure to the similar activities during their undergraduate education, these teachers could have found the seminar more useful than the other teachers who participated in the seminar. This could be counted as the success of the seminars as it could be said that the seminar was most helpful to these teachers.

It is somewhat surprising that the contexts of the schools in which the teachers worked did not seem to have an effect on teachers and their actual classroom practices. Although the teachers from schools with different socioeconomic status levels (low, medium, high SES), locations (village, city, rural schools), and equipment and resources were involved in the study, those factors did not seem to create a noteworthy difference among the teachers in terms of the impact of the seminar on their instructional practices. This finding was unexpected and suggests that teachers change independent of the school context if staff development programs create a change in their pedagogical beliefs.

5.2. Implications for Practice

The findings of this study have a number of implications for future practice in terms of enhancing the quality of the staff development programs.

Needs Assessment: The results indicated that there was no needs assessment conducted prior to the TTP and the local INSET seminars. Thus, the

teachers' needs were not investigated, which resulted in a focus on theory rather than practice in both of the programs. Moreover, the problems the teachers experienced were not integrated to the content of the programs as there was no information on these. However, thorough and well designed needs assessment is a sine qua non of effective staff development programs. These findings suggest that a comprehensive needs assessment study should be conducted prior to the initiation of the staff development programs to identify the needs of the teachers and the related governmental/private organizations. However, the needs assessment study should be more than administering a questionnaire whose psychometric properties have not been tested. Proper sampling strategies and various data collection tools should be employed to get most out of the needs assessment process.

Key TTC Competencies: The findings revealed that the key competencies of the teacher trainers were not established prior to the selection of the TTCs. Accordingly, no selection criteria were used to select the TTCs. Thus, some of the teacher trainers could not develop better competencies, which caused them to use a more traditional way of teaching in their sessions. This decreased the effectiveness and sustainability of the sessions. However, as teacher trainers have a key role in ensuring the sustainability of staff development programs, if the aim is to reach each and every teacher all around Turkey through these TTCs, it is suggested to establish the key competencies of these trainers in line with the needs assessment. These key competencies should include but not limited to language competencies, teaching and/or training experience, commitment to training, an ability to reflect on practice, and motivation to teach adults. Instead of depending on the KPDS scores of the TTCs, a comprehensive evaluation plan should be set up. Interviews and short demos of the TTCs should be used to select the TTCs who have met the specified criteria.

TTC Selection: The results indicated that only a number of English teachers were informed about the TTPs based on their personal contacts. Thus, some English teachers who had better competencies and motivation level were not informed about the process at all. Moreover, the TTCs were not provided sufficient on time information about the TTPs, which meant that they learned

231

about the purpose of the program after a certain time passed. The results revealed that this decreased their readiness level. Parallel with these findings, it could be suggested that staff development programs be announced to all English teachers through various channels (e.g., internet, formal letter, email) on time, and sufficient information on the purpose, content, assessment procedures, and its further steps (if any) should be provided to encourage voluntary attendance and to decide whether they really want to be a teacher trainer.

TTC Evaluation: The findings revealed that evaluation of the TTCs were not conducted efficiently. Upon the completion of each training, they were given a multiple choice test. That is they were tested in a way that they had been told not to test the students. Moreover, the findings revealed that observations were not made a part of the assessment process. The flaws in the evaluation of the TTCs decreased the effectiveness of both the TTPs and the local INSET seminars. Some TTCs with low competencies became teacher trainers and trained the teachers in the local INSET seminars. At this point, what is suggested is to include a well designed evaluation component including ongoing assessment to the TTCs. Parallel with this, various assessment tools should be utilized to foster the learning process. These tools could include but not limited to case study analyses, simulations, observations, and personal reflections.

TTP Content Selection: It was found that the same content was used in both the TTPs and the local INSET seminars although each staff development program served a different purpose. The results indicated that the content selection was not made based on a needs assessment. Instead, a content list which was developed by British Council approximately 20 years ago was used as the content of the TTPs with the contributions of the few faculty members. This finding has important implications for the content selection.

> a. The content of the training programs should be selected parallel with the needs assessment. Content selection process should not be limited to the expertise of the international experts. Faculty members and local practitioners' (teachers) expertise should be taken into consideration to combine theory and practice efficiently.

232

b. The content selection should go beyond language teaching if a TTP is to be organized to provide the TTCs with various training methodologies regarding language teaching and adult education. Moreover, the content should include some topics like leadership to increase the self-confidence of the teacher trainers as well.

TTP / Local INSET Methodology: (a) It was found that the trainers used mostly direct teaching in their sessions and were heavily dependent on the PowerPoint presentations in these sessions in both TTP and the local INSET seminars. Thus, the teachers and the TTCs were the passive receptor of the knowledge. The results further revealed that as some TTCs modeled these trainers, they used the same way of teaching in the local INSET seminars. What is more, these sessions were not found efficient by the teachers and did not have a positive effect on their practice. (b) It was found that the seminar had a positive impact on the pedagogical beliefs of the teachers in terms of the use of a learner-centered method in class. However, as there was not sufficient provision of the activities and know-how tactics, some teachers could not transfer these knowledge and skills into their classroom practices. It is therefore suggested that the staff development programs should be based on learner centered methodologies. Various learning environments should be created to encourage the teachers/TTCs to get actively involved in the process, share their experiences, and freely articulate their ideas. Pair work and group work activities should be frequently used to increase collaboration among the participants. Thus, it could be suggested that the teachers should experiment with more activities and the programs should provide the teachers/TTCs with sufficient involvement in communicative activities that they could use in their classes with none or small adaptations.

Faculty Member/Native Speaker Selection: It was found that the faculty members and the native speakers were not selected based on their expertise in the field. Moreover, they had instructional flexibility in content provision parallel with the course. However, the results showed that some of the faculty members and the native speakers taught the lessons based on their interests and used direct teaching in most of the sessions. This resulted in teachers and TTCs' modeling some of those faculty members or native speakers and/or not developing an

understanding of the lessons they delivered. It can thus be suggested that the faculty members and the native speakers should be selected based on their expertise in the field. Moreover, those faculty members and native speakers who have continuously demonstrated low performance in the daily evaluation forms should not be invited again.

Medium of Instruction: The results indicated that the trainers used English during the TTPs and the local INSET seminars. Moreover, they encouraged the TTCs and the teachers to use the target language in class. The findings revealed that the use of English in the sessions had a positive impact on the teachers in all levels of impact. Moreover, it turned the negative attitudes of some teachers to the seminar into the positive one. Hence, it could be suggested that English should be used as a medium of instruction in the further seminars. However, there should be more tips given on how the teachers could use L2 efficiently in class.

Local Planning: It was found that the success of the local level planning of the seminar, namely organization of a seminar in a city, was closely related to the attitudes of the PDNEs to the concept of the staff development. This suggests that the PDNEs should be informed about the staff development programs in advance and encouraged to facilitate the local organization process smoothly.

Call for the INSET Seminars: The results revealed that the teachers were called upon the seminar on the last working day of the week and they were not provided any information about the content and the daily program. This caused them to develop negative attitudes to the seminar and attended the first sessions with a low motivation level. These findings suggest that the staff development programs should be announced to all teachers through various channels (e.g., internet, formal letter, email) on time, and sufficient information on the purpose, content, assessment procedures, and its further steps (if any) should be provided to the teachers to encourage voluntary attendance.

Trainer Assignment: The results revealed that the trainers were not informed about the seminar they were to give presentations on time. This caused them not to get prepared for the sessions. It can be thus suggested that the trainer assignments to the INSET seminars should be done as early as possible, and the

234

trainers should be informed accordingly to allow sufficient time to get prepared for the session delivery.

Time: The results revealed that the local INSET seminars were held during the school period, which caused the teachers to be away from the school for one week. Considering the intensive curricula, they had to keep up with the pacing and rush later. Moreover, it was found that some students lost their motivation during the release of their teachers. Since the time of the seminar was found to have a negative impact on teachers' actual classroom practices, it could be better to hold the seminars in June or September, preferably in September when the teachers are ready to make a fresh start as suggested in the study.

Duration: The results revealed that long sessions decreased the concentration level of the teachers especially towards the end of the day. This was further magnified when the sessions were delivered through lecturing. Moreover, some teachers found the seminar intensive and indicated a longer seminar with fewer sessions. These findings suggest that the INSET seminars should be held in a longer duration with fewer daily teaching hours to make the teachers to be actively involved in the sessions.

Venue: The results indicated that the venue of the local INSET seminar was not suitable for classroom activities (e.g., role plays, games). This had a negative impact on the use of communicative activities during the seminar. Although it was in the city centre, the teachers had parking and catering problems, which caused them not to concentrate on some of the sessions sufficiently. When it comes to the venue of the TTPs, they were held at a hotel where the TTCs spent some time after the daily program as well as having a chance to meet and interact with the people. The results indicated that time spent with the colleagues had a profound impact on teachers' personal and professional growth, which in turn could have an impact on their classroom practices. These results suggest that the venue of the staff development programs, if it is held at a local level, should be chosen based on its proximity to the city centre, parking and catering facilities, and most importantly its physical facilities. There should be enough room for

teachers/TTCs to experiment with the activities. If it is possible, the teachers could stay at a hotel in a different city to increase interaction among the teachers.

Concurrent Sessions: The findings revealed that in one seminar venue, more than 400 teachers had trainings simultaneously with each other in ten different sections, which they liked a lot. This gave the impression that they had attended a nationwide conference in ELT. Moreover, they had a chance to meet and interact with their colleagues which had an impact on them and their instructional practices. The only problem in this picture was the class size. It was found that the teachers would like to have been trained in a class with an average of 25 to 30. Hence, it is possible to suggest that the concurrent sessions could be used in the further seminars, but a smaller class size should be preferred.

Course Book Integration: The results revealed that although there was a material adaptation and development session, the session was not closely related to the course books the teachers used, and the teachers could not experiment with the material adaptation activities. Accordingly, although the trainers' encouragement made a positive change in teachers' pedagogical beliefs regarding the use of materials, they could not put these into implementation. Thus, it could be suggested that the content provision should be linked to the national and local school contexts and textbooks used in the classrooms. The textbooks used by the teachers should be further explored for material adaptation and development purposes.

Methodological Tips: It was found that there were some good practices which had a positive impact on teachers and their actual classroom practices although they were not used all the time during the seminar. (a) The use of experiences and anecdotes, namely including real life examples encouraged the teachers to participate in the sessions, and had more impact on their pedagogical beliefs. (b) The use of active learning, communicative activities, total physical response (TPR) games, group and pair work activities in some sessions increased the participation of the teachers to the session, enabled them to empathize with their students, which initiated the self reflection process, and gave them some ideas to try out in their classrooms. (c) The use of questions and prompts about how teachers taught English during the sessions encouraged the teachers to reflect

on their actual classroom practices and make changes in their teaching styles. (d) The use of interesting short video extracts, slow paced English songs, and practical ideas (e.g., washing line, voice bomb) attracted the attention of the teachers, and encouraged them to think about the versatile use of the daily used materials and try out these in their classrooms. These findings suggest that the use of aforementioned effective principles in the upcoming seminars would increase the effectiveness and sustainability of the seminars. Considering that these principles were also reported to be used in some sessions of the TTPs and the teacher trainers benefited from them, they should be employed in the TTPs as well.

Know-how Tactics: It was found that the resistance of the upper grade students had a negative impact on the teachers' actual classroom practices. The findings revealed that this was resulted from a lack of focus on how the teachers could deal with these problems during the seminar (e.g., L2 use). This finding suggests that the teachers should be armed with the strategies to cope with the resistance to change by the students. Moreover, they should be warned about this resistance during the seminar to enable them to persevere in case of a resistance by the students rather than giving up easily.

Evaluation: The results indicated that evaluation was the weakest chain of the local INSET seminars. In the first place, it was found that a questionnaire was used to evaluate the effectiveness of the seminar. This questionnaire's psychometric properties were not assessed. Moreover, the teachers were administered the questionnaires in the last session by the teacher trainer delivering that session. Thus the teacher could have answered the questions in a biased way as they developed positive or negative relationships with the teacher trainers. Secondly, the trainers' performance was not evaluated. In fact, the related results showed that the evaluation of the teacher trainers' performance through the faculty members who knew the field well could promote their development. These finding suggests that:

> (a) the staff development programs should be evaluated thoroughly to enhance their effectiveness. As Guskey (2000) states, the evaluation should focus on (a) participants' reactions to the program, (b)

participants' learning, (c) organization support and change, (d) participants' use of new knowledge and skills, and (e) student learning outcomes.

(b) The teacher trainers' performance should be evaluated through the faculty members. Observations could be made and the teacher trainers could be provided ongoing constructive feedback. This would avoid lecturing based sessions.

Follow-up: The results revealed that the INSET seminars did not have a follow-up component, which decreased the sustainability of the seminar. Moreover, it was found that there were times that the teachers needed guidance of a trainer to better their classroom practices. The findings also revealed that the teachers needed something to remind the seminar to them and keep their motivation alive. It can thus be suggested that:

a. A nationwide coaching system should be introduced with a local coaching unit in each city. The teacher trainers with key competencies and qualities should ensure the continuity of staff development through guidance, constructive feedback, and encouragement. However, this practice should not be in the form of an inspection and should be enforced on a voluntary basis. These local teacher trainers could also organize some remedial seminars for the English teachers in their city regularly and attendance to these seminars could be voluntary.

b. If setting up a coaching unit is not possible within the current facilities, an official online social network system could be initiated to continue the interaction between the teacher trainers and teachers. The activities and materials used during the seminars could be uploaded to this social network to increase sustainability of knowledge and to encourage teachers to use those materials and share the activities and materials they have designed before and after the seminars.

Support: The results revealed that although the contexts of the schools did not seem to have an influence on teachers' implementation level, the teachers stated that they needed much more resources to use a learner-centered method in class. In fact, they mostly covered their stationery expenses. However, it was

found that this was not always possible. This finding suggests that the schools should be provided basic sufficient technological materials and stationery (e.g., cardboards, crayons, etc.) to encourage English teachers to use knowledge and skills they gained during the seminars and increase the frequency of applications.

5.3. Implications for Further Research

In this section, the implications of the present study for further research regarding staff development and teacher change will be discussed to shed light on the areas in which further research could be undertaken.

1. This study investigated the impact of staff development on teachers and their actual classroom practices. The results indicated that the teachers continued to transform the knowledge and skills into praxis based on the effective and ineffective staff development processes. However, the results on their practice are limited to the data collection process. More research is needed to better understand if those knowledge and skills wash out, or if the teachers continue to translate these into their teaching contexts. It could be thus suggested that a phenomenological study could be used to develop insights on this. With this aim in mind, a small group of teachers' perceptions and experiences regarding the implementation of the learning experiences they gained in the seminar could be explored in the long run with periodic semi-structured interviews.

2. The results indicated that the perceived changes in the attitudes and achievement level of the students seemed to have a reciprocal relation with the teachers' pedagogical beliefs, pedagogical content knowledge, actual classroom practices, and personal and professional growth. Considering that the major purpose of staff development is to increase student learning, it is recommended that further research be undertaken on how the staff development affects students' learning. This could be done through adapting a mixed methods research design. In line with this, three teachers teaching the same grade of similar students and a representative number of these students could be interviewed before and after an in-service teacher training program to develop insights on teachers' classroom practices before and after the training event. The students could also be administered a questionnaire with high psychometric properties on classroom

practices of teachers before and after the training as well to be able to draw a relation between staff development and student learning. These data could be complemented with students' portfolios and test scores as well as direct observations conducted in their classes.

3. The present study revealed that the characteristics of the teachers and could have an impact on the sustainability of the knowledge gained through the staff development events. It would be interesting to compare the individual teachers from the same school in how they transform the knowledge and skills into practice to have an in-depth understanding of the effects of their characteristics on the sustainability of staff development. In line with this, a multiple case study could be employed to develop more insights on what makes these two teachers differ and/or use the same way of teaching.

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APPENDICES

APPENDIX A

TEACHER INTERVIEW GUIDE 1 (ENGLISH VERSION)

Hello! I am İclal Şahin. I am doing PhD at the Department of Educational Sciences at the Middle East Teachnical University. I am conducting a study on planning, implementation and evaluation aspects of staff development programs held for English teachers and teachers' transforming the learning experiences gained through these programs into teaching and learning environments. The information you provide will contibute to the evaluation of the staff development programs organized for English teachers and play a crucial role in increasing the quality of the staff development programs held for English teachers through shedding light on their after seminar teacher practices. I would like to highlight a few points before the interview.

- All the information you provide will be kept confidential and your name will not be used in any report. Pseudonyms will be used when necessary.
- I would like to record the interview with your permission to have an accurate account of the interview. Do you have any questions before you begin?
- The interview will last around 45 minutes.
- If you are ready, let's begin the interview.

A. GENERAL INFORMATION

1) Could you please tell me about yourself? (your teaching experience, school, educational background)

2) How many English teachers are there in your school apart from you?

3) How are you informed about the courses and seminars organized by the MoNE ?

4) Have you attended any in service teacher training course/seminar on English Language Teaching before? If yes, please explain.

- How did you benefit from the course/seminar you attended?
- To what extent do you implement what you have learned in class?
- How did the course/seminar you attended contributed to your students' success? How was the level of contribution different from the aimed level of contribution?
- How do you think did the course/seminar you attended indirectly affect your students' attitude towards the lesson? What are the indications of this?

B. EVALUATION OF THE LOCAL SEMINAR

1) How did you learn about the seminar you attended?
   - What are the important factors that made you decide to attend?

2) Why did you attend this seminar?
   - Have you volunteered?
   - Were you assigned by your school?
   - Were the other English teachers teaching in your school assigned?
   - If were the only one assigned, what do you think is the reason that you were assigned?

3) What do you think is the main aim of this seminar?
   - Do you think the seminar has reached its aims? Please explain.
   - What do you think should be the other aims of this seminar?

4) Could you please give some information about the content of the seminar you attended? (its scope, language skills, etc.)
   - In which aspects do you think the content of the seminar contributed to you?
   - What other topics could the seminar have included?

5) Which instructional methods were used in the seminar? Please explain.
   - Do you think the use of these methods helped a better understanding of the content? Please explain.
   - Do you use / plan to use the instructional methods used in the seminar, as an English Teacher, in your class?
   - What other different methods do you think should be used in such seminars?

6) Which instructional materials were used in the seminar you attended?
   - How effective do you think the materials used were?
   - Do you use / plan to use the materials used in the seminar in your class as an English Teacher?
   - Which other instructional materials would you like to be used in this seminar?

7) Have you been evaluated or will you be in any evaluation process in this seminar?
   - Did you receive a certificate at the end of this seminar? If yes, was your attendance to seminar graded?
   - Do you think in such seminars should teachers' attending to the seminar, or the level of transferring the learning experiences into their classroom practices be evaluated? Please explain.

8) What do you think you have learned from the sessions you attended in this seminar?
   - Have this seminar contributed to your professional growth? Please explain.
   - Do you think this seminar has contributed to your personal growth? How?
   - Where and how do you plan to use the things you learned in the seminar?
   - How and where do you plan to use the things you learned?
   - To what extent do you think you could transfer what you learned here into your class?
   - Do you think there will be some difficulties you may experience while transferring the things you learned in this seminar into practice? Please explain.

9) What do you think are the strengths and weaknesses of the seminar you attended?

10) What do you think about the field competence of the teacher trainers in the seminar you attended?
   - How effective do you think the teacher trainers in the seminar were you attended in transferring their knowledge to you?
   - Some of the teacher trainers in this seminar were chosen among you and had a series of trainer education in very short time ago. What do you think about this practice?
   - Would you like to be a teacher trainer? Please explain.

11) What do you think about the field competence of the faculty members in the seminar you attended?
   - How effective the faculty members in the seminar you attended were in transferring their knowledge to you?

12) If there are other English teachers in the school you work and if they didn't attend this seminar, how do you plan to share the things you learned in the seminar with them? Please explain.

13) What are your suggestions for the further local INSET seminars?
   - What kind of topics and language skills should the further local INSET seminars include?

- Which instructional methods should be used?
- Which instructional materials should be used?

14) Is there anything that you want to add?

TEACHER INTERVIEW GUIDE 1 (TURKISH VERSION)

ÖĞRETMEN GÖRÜŞME FORMU 1

Merhaba ben İclal Şahin. Ortadoğu Teknik Üniversitesi Eğitim Bilimleri Bölümü'nde Doktora yapmaktayım. İngilizce öğretmenlerine verilen hizmetiçi eğitimin planlanması, uygulanması, değerlendirilmesi ve kazanılan bilgi ve becerilerin öğretme öğrenme ortamına aktarılması üzerine bir çalışma yapıyorum. Vereceğiniz bilgiler İngilizce öğretmenlerine yönelik hizmetiçi eğitimin değerlendirilmesine katkıda bulunacağı gibi, seminer sonrası öğretmen uygulamalarına da ışık tutarak, hizmet içi eğitimin niteliğini artırmada da büyük bir rol oynayacaktır. Görüşmeye başlamadan önce bir kaç noktaya değinmek istiyorum.

- Vereceğiniz bilgiler tamamen gizli tutulacaktır ve isminiz hiç bir şekilde kullanılmayacaktır. Tez yazılırken gerektiği durumlarda takma ad kullanılacaktır.
- Çok fazla zamanınızı almamak ve görüşme esnasında söylediklerinizi yazıya geçirirken yapabileceğim hataları en alt düzeye indirmek amacıyla izin verirseniz görüşmeyi kaydetmek istiyorum. Görüşmeye başlamadan önce sormak istediğiniz herhangi bir soru var mı?
- Görüşmemiz yaklaşık olarak 45 dakika sürecektir.
- Hazırsanız görüşmeye başlayabiliriz.

A. GENEL BİLGİLER

1) Bana biraz kendinizden bahseder misiniz? (öğretmenlik deneyiminiz, okulunuz, eğitim özgeçmişiniz, vb.)

2) Çalıştığınız okulda sizin dışınızda kaç İngilizce öğretmeni görev yapıyor?

3) MEB'in düzenlediği kurslardan ve seminerlerden nasıl haberdar oluyorsunuz?

4) Daha önce İngilizce öğretimi ile ilgili hizmet-içi eğitim kursuna/seminerine katıldınız mı? Evet ise açıklar mısınız?
   - Katıldığınız kursun/seminerin size ne gibi katkısı oldu?
   - Öğrendiklerinizi sınıf içine ne düzeyde aktarabiliyorsunuz?
   - Katıldığınız kurs/seminer dolaylı olarak öğrencilerinizin başarısına ne tür bir katkıda bulundu? Bu katkı düzeyi amaçlanan düzeyden ne ölçüde farklı?
   - Sizce katıldığınız kurs/seminer dolaylı olarak öğrencilerinizin derse olan tutumunu ne yönde etkiledi? Bunun göstergeleri nelerdir?

B. MAHALLİ SEMİNERİN DEĞERLENDİRİLMESİ

1) Şu anda katıldığınız seminerden nasıl haberdar oldunuz?
   - Katılmaya karar vermenizde önemli olan etkenler nelerdir?

2) Şu anda katıldığınız seminere katılma sebebiniz nedir?
   - Gönüllü mü oldunuz?
   - Okul tarafından mı görevlendirildiniz?
   - Okulunuzda görev yapan diğer İngilizce öğretmenleri de görevlendirildi mi?
   - Sadece siz görevlendirildiyseniz, bu kursa sizin katılmanızın istenmesinin sebebinin ne olduğunu düşünüyorsunuz?

3) Bu seminerin temel olarak katılımcılara neyi kazandırmayı hedeflediğini düşünüyor sunuz?
   - Seminerin hedeflenen amaçlara ulaştığını düşünüyor musunuz? Açıklar mısınız?
   - Sizce bu seminerin daha farklı hangi amaçlara hitap etmesi gerekir?

4) Şu anda katıldığınız mahalli seminerin genel olarak içeriği hakkında bilgi verir misiniz? (kapsadığı konular, dil becerileri, vb.)
   - Katıldığınız seminerin içeriğinin, sizi hangi açılardan geliştirdiğini düşünüyorsunuz?
   - Katıldığınız seminer daha farklı hangi konuları kapsayabilirdi?

5) Katıldığınız seminerde genel olarak hangi öğretim metotları kullanıldı?
   - Sizce bu metotların kullanılması içeriğin daha iyi anlaşılmasına yardımcı oldu mu? Açıklar mısınız?
   - Kullanılan metotları, siz İngilizce öğretmeni olarak ders ortamında kullanıyor musunuz /Kullanmayı düşünüyor musunuz?
   - Sizce, bu tür seminerlerde daha farklı hangi metotların kullanılması gerekir?

6) Katıldığınız seminerde genel olarak hangi öğretim materyalleri kullanıldı?
   - Kullanılan öğretim materyallerini ne kadar etkili buluyorsunuz?
   - Kullanılan materyallerini, siz İngilizce öğretmeni olarak ders ortamında kullanıyor musunuz /kullanmayı düşünüyor musunuz?
   - Bu seminerlerde daha farklı hangi öğretim materyallerinin kullanılmasını isterdiniz?

7) Bu seminerde herhangi bir şekilde değerlendirmeden geçtiniz mi veya geçecek misiniz?
   - Seminer sonunda herhangi bir sertifika aldınız mı? Eğer aldıysanız, seminere katılımınız notlandırıldı mı?

- Sizce bu tür seminerlerde öğretmenlerin seminere katılımları, öğrendiklerini sınıf içi uygulamalara aktarma düzeyleri, vb değerlendirilmeli mi? Açıklar mısınız?

8) Bu seminerde katıldığınız oturumların size neler kazandırdığını düşünüyor sunuz?
- Bu seminer mesleki gelişiminize katkıda bulundu mu? Açıklar mısınız?
- Bu seminerin kişisel gelişiminize katkıda bulunduğunu düşünüyor musunuz? Nasıl?
- Edindiğiniz bilgileri nasıl ve nerede kullanmayı planlıyorsunuz?
- Burada öğrendiklerinizi sınıf ortamına ne kadar aktarabileceğinizi düşünüyorsunuz?
- Bu seminerde öğrendiklerinizi uygulamaya aktarırken zorluk çekeceğiniz noktalar olduğunu düşünüyor musunuz? Açıklar mısınız?

9) Katıldığınız seminerin güçlü ve zayıf yönlerinin neler olduğunu düşünüyorsunuz?

10) Katıldığınız seminerde görev yapan formatör öğretmenlerin alana ne kadar hakim olduğunu düşünüyorsunuz?
- Katıldığınız eğitimde görev yapan formatör öğretmenlerin bildiklerini size aktarmada ne kadar etkili olduğunu düşünüyorsunuz?
- Bu seminerlerde görev yapan formatör öğretmenlerin bir kısmı aranızdan seçilerek yakın zaman içinde bir dizi formatör öğretmen eğitiminden geçti. Bu uygulama hakkında ne düşünüyor sunuz?
- Siz formatör öğretmen olmayı ister miydiniz?Açıklar mısınız?

11) Katıldığınız seminerde görev yapan akademisyenlerin alana ne kadar hakim olduğunu düşünüyorsunuz?
- Katıldığınız eğitimde görev yapan akademisyenlerin bildiklerini size aktarmada ne kadar etkili olduğunu düşünüyorsunuz?

12) Çalıştığınız okulda sizin dışınızda görev yapan İngilizce öğretmenleri varsa ve onlar bu seminere katılmadıysa, burada öğrendiklerinizi onlarla nasıl paylaşmayı düşünüyor sunuz? Açıklar mısınız?

13) Bundan sonra düzenlenecek olan mahalli seminerler için önerileriniz nelerdir?
- Bundan sonraki mahalli seminerlerde hangi konular ve dil becerilerin geliştirilmesine yönelik çalışmalar yapılmalı?
- Ne tür öğretim metotları kullanılmalı?
- Ne tür öğretim materyalleri kullanılmalı?

14) Bunların dışında belirtmek istediğiniz noktalar var mı?

APPENDIX B

TEACHER INTERVIEW GUIDE 2 (ENGLISH VERSION)

Hello! I am İclal Şahin. I am doing PhD at the Department of Educational Sciences at the Middle East Teachnical University. I am conducting a study on planning, implementation and evaluation aspects of staff development programs held for English teachers and teachers' transforming the learning experiences gained through these programs into teaching and learning environments. The information you provide will contibute to the evaluation of the staff development programs organized for English teachers and play a crucial role in increasing the quality of the staff development programs held for English teachers through shedding light on their after seminar teacher practices. I would like to highlight a few points before the interview.

- All the information you provide will be kept confidential and your name will not be used in any report. Pseudonyms will be used when necessary.
- I would like to record the interview with your permission to have an accurate account of the interview. Do you have any questions before you begin?
- The interview will last around 45 minutes.
- If you are ready, let's begin the interview.

GENERAL INFORMATION

First of all, could you please tell me about the school you work in and your duties? (the levels/number of classes you teach, number of students etc.)

EVALUATION OF THE LOCAL SEMINAR

1) How did the seminar you attended in March contribute to you?
   - How did you transfer the knowledge and skills you gained into practice?
   - Were there any parts that you had difficulty in transferring into the practice? Please explain.

2) To what extent have you used the instructional methods used/suggested in the seminar in your classes?
   - Which ones did you use?
   - What benefits did you get from using these methods?
   - If you have more than one class, did you use the same instructional methods in all classes? Please explain.

- Use of which different methods in the seminar would have been more effective? Please explain.

3) To what extent could you use the materials used in the seminar in your classes?
   - Which ones did you use?
   - If you did, what were the changes that you made?
   - What benefits did you get from using these materials?
   - If you have more than one class, did you use the same materials in all classes? Please explain
   - Use of which different materials in the seminar would have more effective? Please explain.

4) What effects do you think using the knowledge and skills you gained in the seminar had on your students' success level? Please explain.
   - If there is any effect and if you have more than one class, did the level of student success increase similarly in each class?

5) To what extent did the knowledge and skills you gained in the seminar contribute to develop your students' attitudes towards the lesson? How? Please explain.
   - Was this effect in the same level in all your classes?

6) In teaching Which skills do you think the things you learned in the seminar make you competent? Please explain.
   - Which language skills were emphasized in the seminar?

7) To what extent did the seminar contribute to your professional development? Please explain.

8) To what extent do you think the seminar contributed to your personal development? In which aspects?

9) In what level could you share the things you learned in the seminar with the other English teachers in your school? What kind of sharing environment do you have in your school?
   - If you shared your learning experiences, to what extent do you think this sharing has contributed to their classroom practices?
   - Did you get any feedback from them about this? Please explain.

10) Is there anything that you want to add?

TEACHER INTERVIEW GUIDE 2 (TURKISH VERSION)

ÖĞRETMEN GÖRÜŞME FORMU 2

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- Vereceğiniz bilgiler tamamen gizli tutulacaktır ve isminiz hiç bir şekilde kullanılmayacaktır. Tez yazılırken gerektiği durumlarda takma ad kullanılacaktır.
- Çok fazla zamanınızı almamak ve görüşme esnasında söylediklerinizi yazıya geçirirken yapabileceğim hataları en alt düzeye indirmek amacıyla izin verirseniz görüşmeyi kaydetmek istiyorum. Görüşmeye başlamadan önce sormak istediğiniz herhangi bir soru var mı?
- Görüşmemiz yaklaşık olarak 45 dakika sürecektir.
- Hazırsanız görüşmeye başlayabiliriz.

A. GENEL BİLGİLER

Öncelikle bana biraz şu an çalıştığınız okuldan ve görevinizden bahseder misiniz? (hangi düzeyde görev yaptığınız, kaç sınıfınız olduğu, kaç öğrenciniz olduğu, vb.)

B. MAHALLİ SEMİNERİN DEĞERLENDİRİLMESİ

1) Mart ayında katıldığınız mahalli seminer size neler kazandırdı?
   - Öğrendiğiniz bilgi ve becerileri uygulamaya nasıl aktardınız?
   - Uygulamaya aktarmada zorluk yaşadığınız bölümler oldu mu? Açıklar mısınız.

2) Seminerde kullanılan/önerilen öğretim metotlarını siz kendi sınıflarınızda ne düzeyde kullandınız?
   - Hangilerini kullandınız?
   - Bu metotları kullanmanızın ne gibi faydaları oldu?
   - Birden fazla sınıfınız varsa her sınıfta aynı öğretim metotlarını mı kullandınız? Açıklar mısınız.
   - Sizce seminerde daha farklı hangi metotların kullanılması veya hangi metotlar hakkında bilgi verilmesi daha etkili olurdu? Açıklar mısınız.

3) Seminerde kullanılan öğretim materyallerini siz kendi sınıflarınızda ne düzeyde kullanma fırsatı bulabildiniz?
- Hangilerini kullandınız?
- Kullandıysanız üzerinde yaptığınız değişiklikler neler oldu?
- Bu materyalleri kullanmanızın ne gibi faydaları oldu?
- Birden fazla sınıfınız varsa her sınıfta aynı öğretim materyallerini mi kullandınız? Açıklar mısınız.
- Sizce seminerde daha farklı hangi materyallerin kullanılması daha etkili olurdu? Açıklar mısınız.

4) Sizce seminerde öğrendiğiniz bilgi ve becerileri kullanmak öğrencilerinizin başarısı düzeyinde ne tür bir etkiye yol açtı? Açıklar mısınız.
- Eğer olduysa, birden fazla sınıfınız varsa öğrenci başarısı her sınıfta aynı şekilde mi arttı?

5) Seminerde öğrendiğiniz bilgi ve becerilerin, öğrencilerinizin derse karşı tutumlarını geliştirmede ne düzeyde bir katkısı olmuştur? Nasıl? Açıklar mısınız.
- Bu etki tüm sınıflarınızda aynı şekilde mi gerçekleşti?

6) Bu seminerde öğrendikleriniz hangi dil becerilerini öğretmede sizi daha yetkin kıldı? Açıklar mısınız.
- Bu seminerde hangi dil becerileri daha fazla ön plana çıkmaktadır?

7) Bu seminer mesleki gelişiminize ne düzeyde bir katkıda bulundu? Açıklar mısınız?

8) Bu seminerin kişisel gelişiminize ne düzeyde bir katkıda bulunduğunu düşünüyorsunuz? Hangi açılardan?

9) Seminerde öğrendiklerinizi çalıştığınız okuldaki diğer İngilizce öğretmenleri ile ne düzeyde paylaşabildiniz? Ne düzeyde bir paylaşma ortamı var okulunuzda?
- Eğer paylaştıysanız bu paylaşımın onların sınıf uygulamalarına da ne düzeyde katkıda bulunduğunu düşünüyorsunuz?
- Bu konuda onlardan herhangi bir dönüt aldınız mı? Açıklar mısınız.

10) Bunların dışında belirtmek istediğiniz noktalar var mı?

FACULTY MEMBER INTERVIEW GUIDE (ENGLISH VERSION)

Hello! I am İclal Şahin. I am doing PhD at the Department of Educational Sciences at the Middle East Teachnical University. I am conducting a study on planning, implementation and evaluation aspects of staff development programs held for English teachers and teachers' transforming the learning experiences gained through these programs into teaching and learning environments. The information you provide will contibute to the evaluation of the staff development programs organized for English teachers and play a crucial role in increasing the quality of the staff development programs held for English teachers through shedding light on their after seminar teacher practices. I would like to highlight a few points before the interview.

- All the information you provide will be kept confidential and your name will not be used in any report. Pseudonyms will be used when necessary.
- I would like to record the interview with your permission to have an accurate account of the interview. Do you have any questions before you begin?
- The interview will last around 45 minutes.
- If you are ready, let's begin the interview.

A. GENERAL INFORMATION

Could you please tell me about yourself? (educational background, the place you work, year of experience, teaching experience in the MoNE etc.)

B. EVALUATION OF TRAINER TRAINING PROGRAMS

1) Could you please tell about the trainer training project briefly?
   - How were the teacher trainer candidates selected? (voluntary, or assigned?)
     -How were the English teachers informed about the teacher training program?
   - In which processes did these teachers go through to be teacher trainers?
   - Approximately, how many teacher trainers have been trained so far?
   - How many trainer training programs have been realized in total?
   - Who taught in trainer training programs other than the faculty members?

- How do you think the faculty members in the trainer training programs were assigned?
- Who do you think should be teaching in trainer training programs?

2) Could you please give details about the content of the trainer training programs? (topics, language skills, vb.)
   - How sufficient do you think the trainer training programs' content was in terms of training teacher trainers?
   - What other topics could have been included in the trainer training programs?

3) Which instructional methods were generally used in the trainer training programs?
   - How were the instructional methods to be used decided?
   - Do you think the use of these methods helped a better understanding of the content? Please explain.
   - Generally speaking, which instructional methods do you use in your own sessions?
   - What other instructional methods do you think should be used in trainer training programs?

4) Which instructional materials were generally used in the trainer training programs?
   - How were the materials chosen?
   - How sufficient do you think the materials used were?
   - Which materials do you generally use in your sessions ?
   - Which other instructional materials should be used in trainer training programs?

5) Did the teacher trainer candidates go through an evaluation process?
   - How effective do you think these evaluations were?
   - Do the teachers in local seminars evaluate the teacher trainers?
   - What kind of evaluations do you think increase the effectiveness of the trainer training programs?

6) How effective do you think the trainer training programs was in terms of reaching their aims?
   - To what extent can the teacher trainers transfer the knowledge they gained in the trainer training programs?
   - According to your own observations and/or to the feedback taken from the teacher trainers, what do you think are the problems the teacher trainers experience in practice?
   - How do you think these problems could be solved?

7) What do you think are the strengths and weaknesses of the trainer training programs?

8) What are your suggestions for the further trainer training programs?

EVALUATION OF THE LOCAL SEMINARS

1) What is your role in the planning of local and nation-wide seminars organized in Turkey?
   - How are the needs regarding in-service training identified?
     - What is your role in identifying these needs?
   - How do you think these needs should be identified?
   - What should be the role of faculty members in identifying these needs?
   - How are the teachers attending the seminars decided? How should they be decided?

2) How are the goals of the seminars determined?
   - How were the goals of the seminar you are teaching currently determined?
   - How do you think the goals should be determined?

3) What is considered while the content of the seminars is selected?
   - How was the content in the seminar you are teaching selected?
   - How was the topic you will present in the seminar decided? Did you have personal preferences?
   - Do the topics change according to the city the local seminar is organized in? Please explain.
   - How do you think the content should be selected?

4) How are the instructional methods which will be used in the seminar decided?
   - Which instructional methods do you generally use in the local seminar you are currently teaching? Please explain.
   - What other different instructional methods should be used?

5) How are the materials used in the seminars selected?
   - Which instructional materials do you use in the local seminar you are currently teaching? Please explain?
   - What other different instructional materials should be used?

6) Are the teachers attending the local seminars you present in evaluated? Please explain.
   - Do the teachers receive a certificate at the end of the seminars? If yes, is their attendance to seminar graded?
   - Do you think in such seminars should teachers' attending to the seminar, or the level of transferring the learning experiences into their classroom practices be evaluated? Please explain.

7) To what extent do you think the teachers attending the seminars and courses organized transfer the things they learnt into the classroom environment?
   - Have you received any positive or negative feedback from the teachers? If yes, please explain.

8) Do you think the things the teachers attending the seminars or courses learnt have an indirect effect on increasing student success?

9) Do you think the things the teachers attending the seminars or courses learnt have an indirect positive effect on students' attitudes towards the lesson? Please explain.

10) What do you think are the strengths and weaknesses of teacher training programs organized for English teachers?
   - What do you think are the difficulties experienced during the in-service teacher training process?
   - What are your suggestions to get over these difficulties?

11) Is there anything that you want to add?

FACULTY MEMBER INTERVIEW GUIDE (TURKISH VERSION)

AKADEMİSYEN GÖRÜŞME FORMU

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- Vereceğiniz bilgiler tamamen gizli tutulacaktır ve isminiz hiç bir şekilde kullanılmayacaktır. Tez yazılırken gerektiği durumlarda takma ad kullanılacaktır.
- Çok fazla zamanınızı almamak ve görüşme esnasında söylediklerinizi yazıya geçirirken yapabileceğim hataları en alt düzeye indirmek amacıyla izin verirseniz görüşmeyi kaydetmek istiyorum. Görüşmeye başlamadan önce sormak istediğiniz herhangi bir soru var mı?
- Görüşmemiz yaklaşık olarak 45 dakika sürecektir.
- Hazırsanız görüşmeye başlayabiliriz.

A. GENEL BİLGİLER

Öncelikle bana biraz özgeçmişinizden bahseder misiniz? (eğitiminiz, görev yaptığınız yer, deneyiminiz, MEB'deki eğitmenlik deneyiminiz, vb.)

B. FORMATÖR ÖĞRETMEN EĞİTİMLERİNİN DEĞERLENDİRİLMESİ

1) Formatör öğretmen yetiştirme projesinden kısaca bahseder misiniz?
   - Formatör öğretmen adayları nasıl seçildi? (gönüllü mü, görevlendirme yoluyla mı?)
     - İngilizce öğretmenleri formatör öğretmen eğitimlerinden nasıl haberdar oldular?
   - Bu öğretmenler formatör öğretmen olmak için nasıl bir süreçten geçti?
   - Şu ana kadar yaklaşık olarak kaç tane formatör öğretmen yetiştirildi?
   - Toplamda kaç tane formatör öğretmen eğitimi gerçekleşti?
   - Formatör öğretmen eğitimlerinde akademisyenler dışında kimler görev aldı?
   - Formatör öğretmen eğitimlerinde görev alacak akademisyenlerin neye göre belirlendiğini düşünüyorsunuz?
   - Formatör öğretmen eğitimlerinde sizce kimler görev almalı?

2) Verilen formatör eğitimlerinin genel olarak içeriği hakkında bilgi verir misiniz? (kapsadığı konular, dil becerileri, vb.)
   - Eğitimlerin içeriğinin, formatör öğretmen yetiştirme açısından ne kadar yeterli olduğunu düşünüyorsunuz?
   - Verilen eğitimler daha farklı hangi konuları kapsayabilirdi?

3) Verilen formatör eğitimlerinde genel olarak hangi öğretim metotları kullanıldı?
   - Kullanılan metotlar nasıl belirlendi?
   - Sizce bu metotların kullanılması içeriğin daha iyi anlaşılmasına yardımcı oldu mu? Açıklar mısınız?
   - Siz kendi oturumlarınızda genellikle hangi öğretim metotlarını kullanıyorsunuz?
   - Sizce, formatör öğretmen eğitimlerinde daha farklı hangi metotların kullanılması gerekir?

4) Formatör öğretmen eğitimlerinde genel olarak hangi öğretim materyalleri kullanıldı?
   - Kullanılan materyaller neye göre seçildi?
   - Eğitimlerde kullanılan öğretim materyallerinin ne kadar yeterli olduğunu düşünüyorsunuz?
   - Siz kendi oturumlarınızda genellikle ne tür öğretim materyalleri kullandınız?
   - Formatör öğretmen eğitimlerinde daha farklı ne tür materyaller kullanılması gerekir?

5) Formatör öğretmenler yetiştirilirken herhangi bir değerlendirmeye tabii tutuldular mı? Açıklar mısınız?
   - Bu değerlendirmelerin ne kadar etkili olduğunu düşünüyorsunuz?
   - Formatör öğretmenlerin görevli olduğu mahalli seminerlerdeki öğretmenler formatör öğretmenleri değerlendiriyorlar mı?
   - Sizce ne tür değerlendirme yöntemlerinin olması formatör öğretmen eğitimlerinin başarısını arttırır?

6) Formatör öğretmen eğitimlerin amaçlarını gerçekleştirmede ne kadar etkili olduğunu düşünüyorsunuz?
   - Sizce formatör öğretmenler edindikleri bilgileri uygulamaya ne düzeyde aktarıyorlar?
   - Kendi gözlemlerinize ve/veya formatör öğretmenlerden alınan dönüte göre, formatör öğretmenlerin uygulamada yaşadıkları sorunların neler olduğunu düşünüyor sunuz?
   - Sizce bu sorunlar nasıl çözülebilir?

7) Formatör öğretmen eğitimlerinin güçlü ve zayıf yönlerinin neler olduğunu düşünüyorsunuz?
8) Bundan sonra düzenlenecek olan formatör öğretmen eğitimleri için önerileriniz nelerdir?

C. MAHALLİ SEMİNERLERİN DEĞERLENDİRİLMESİ

1) Mahalli ve Türkiye çapında yapılan hizmet-içi eğitimlerin planlanmasında nasıl bir rol oynuyorsunuz?
   - Hizmet içi eğitim ihtiyaçları nasıl belirleniyor?
     - Hizmet içi eğitim ihtiyaçlarının belirlenmesinde rolünüz nedir?
   - Sizce hizmet-içi eğitim ihtiyaçları nasıl belirlenmeli?
   - Hizmet-içi eğitim ihtiyaçlarının belirlenmesinde akademisyenlerin rolü ne olmalı?
   - Eğitimlere katılacak olan öğretmenler neye göre belirleniyor? Nasıl belirlenmeli?

2) Düzenlenen seminerlerde hedefler nasıl belirleniyor?
   - Şu anda görevli olduğunuz mahalli seminerde hedefler nasıl belirlendi?
   - Sizce hedefler nasıl belirlenmeli?

3) Düzenlenen seminerlerde konular seçilirken (içerik belirlenirken) neye dikkat ediliyor?
   - Şu anda görevli olduğunuz mahalli seminerlerde konuların seçimi nasıl gerçekleşti?
   - Sizin hangi konu hakkında sunum yapacağınıza nasıl karar verildi? Kişisel tercihleriniz oldu mu?
   - Konular farklı illerdeki mahalli seminerlerde farklılık gösteriyor mu? Açıklar mısınız.
   - Sizce konular nasıl belirlenmeli?

4) Düzenlenen seminerlerde hangi öğretim metotlarının kullanılacağı nasıl belirleniyor?
   - Şu anda görevli olduğunuz mahalli seminerde genel olarak hangi öğretme metotlarını kullanıyorsunuz? Açıklar mısınız?
   - Daha farklı ne tür öğretim metotları olmalı?

5) Düzenlenen seminerlerde kullanılacak olan materyaller nasıl belirleniyor?
   - Şu anda görevli olduğunuz mahalli seminerde ne tür materyaller kullanıyorsunuz?
   - Daha farklı ne tür materyaller olmalı?

6) Görev yaptığınız mahalli seminerlere katılan öğretmenler herhangi bir değerlendirmeden geçiyorlar mı? Açıklar mısınız?
   - Öğretmenler seminer sonunda herhangi bir sertifika alıyorlar mı? Eğer alıyorlarsa, seminere katılımları notlandırılıyor mu?
   - Sizce bu tür seminerlerde öğretmenlerin seminere katılımları, öğrendiklerini sınıf içi uygulamalara aktarma düzeyleri, vb değerlendirilmeli mi? Açıklar mısınız?

7) Düzenlenen seminer ve kurslara katılan öğretmenlerin öğrendiklerini sınıf ortamına ne kadar aktarabildiğini düşünüyorsunuz?

- Bu konuda öğretmenlerden olumlu veya olumsuz dönüt aldınız mı? Evet ise açıklar mısınız?

8) Seminer ve kurslara katılan öğretmenlerin öğrendiklerinin dolaylı olarak öğrenci başarısını arttırmada rolü olduğunu düşünüyor musunuz?

9) Seminer ve kurslara katılan öğretmenlerin öğrendiklerinin dolaylı olarak öğrencilerin derse karşı tutumlarını olumlu yönde etkileyeceğini düşünüyor musunuz? Açıklar mısınız?

10) Sizce İngilizce öğretmenlerine verilen hizmet içi eğitimin güçlü ve zayıf yönleri nelerdir?
- Hizmet içi eğitim sürecinde karşılaşılan zorlukların neler olduğunu düşünüyorsunuz?
- Bunların üstesinden gelmek için çözüm önerileriniz nelerdir?

11) Bunların dışında belirtmek istediğiniz noktalar var mı?

TEACHER TRAINER INTERVIEW GUIDE (ENGLISH VERSION)

Hello! I am İclal Şahin. I am doing PhD at the Department of Educational Sciences at the Middle East Teachnical University. I am conducting a study on planning, implementation and evaluation aspects of staff development programs held for English teachers and teachers' transforming the learning experiences gained through these programs into teaching and learning environments. The information you provide will contibute to the evaluation of the staff development programs organized for English teachers and play a crucial role in increasing the quality of the staff development programs held for English teachers through shedding light on their after seminar teacher practices. I would like to highlight a few points before the interview.

- All the information you provide will be kept confidential and your name will not be used in any report. Pseudonyms will be used when necessary.
- I would like to record the interview with your permission to have an accurate account of the interview. Do you have any questions before you begin?
- The interview will last around 45 minutes.
- If you are ready, let's begin the interview.

A. GENERAL INFORMATION

1) Could you please tell me about yourself? (Educational background, place you work in, teaching and teacher training experience, etc.)

2) Do you regularly attend the in-service teacher training seminars as a teacher trainer? If yes, please explain.

3) What are the responsibilities that your new assignment (teacher trainer) requires? Please explain?

B. EVALUATION OF TRAINER TRAINING PROGRAMS

1) How did you decide to be a teacher trainer? Please explain.
   - How did you hear about the trainer training program?
   - If you were nominated for being a teacher trainer, what do you think is the reason for this?

2) Could you please tell about the process you went through to be a teacher trainer? (the number of trainings you attended, venue and duration of the trainings?)

3) Could you please give me some information about the content of the trainer training programs? (content, language skills covered, etc.)
   - How much do you think the content of the trainer training programs you attended contribute to your being a teacher trainer?
   - What other topics could the trainings you attended have included?

4) How do you think the trainings you attended contributed to you?
   - To what extent do you think you can transfer the information you got from the trainings into the in-service teacher training seminars as a teacher trainer?
   - If you work as an English teacher apart from being a teacher trainer, to what extent do you think you could transfer the things you learnt into the classroom environment?
   - Were there any parts that you had difficulty in transferring into training and classroom environments? Please explain.

5) Which instructional methods were used in the trainings you attended?
   - Do you think the use of these methods helped a better understanding of the content? Please explain.
   - Do you use the instructional methods that were used in trainer training programs in the seminars you attend as a teacher trainer?
   - Which other instructional methods do you think should be used in trainer training programs ?

6) Which instructional materials were generally used in the trainer training programs you attended?
   - How do you think the materials used in the trainer trainings you attended contributed to your being a teacher trainer?
   - Do you use the instructional materials which were used in the trainer training programs in the in-service teacher training seminars/courses you attend as a teacher trainer?
   - What other instructional materials would you like to be used in trainer training programs?

7) What are the strengths and weaknesses of the teacher trainer training programs you attended?

8) What are your suggestions for the further trainer training programs?

9) What do you think about the field competence of the faculty members in the trainer training program you attended?
   - How effective do you think the teacher trainers in the trainer training program you attended are in transferring their knowledge to you?

C. EVALUATION OF THE LOCAL SEMINARS

1) What is your role in the planning of local and nation-wide in-service teacher trainings in Turkey?
   - How are the needs reagrding in-service training identified?
   - How are the teachers attending the trainings selected?

2) How and when do you have the information that you were assigned to the local seminar organized?
   - How were the assignments decided? (Who to teach in which seminar)
   - Is there selection criteria for the teacher trainers to attend the seminars? If yes please explain.

3) Could you briefly talk about your role in implementation of the seminars and courses you attend as a teacher trainer?
   - How do you determine the goals?
     - How were the goals of the seminar you are teaching determined?
   - What is considered while selecting the content?
     - How was the content of the local seminar you are teaching selected?
   - How was the topic you present in the seminar decided? Did you have any personal preferences?
   - How are the materials to be used selected?
     - Which instructional materials do you use in the local seminar you are currently teaching? Please explain.
   - How are the instructional methods to be used in the seminar decided?
     -Which instructional methods do you generally use in the local seminar you are currently teaching? Please explain.

4) Are the teachers attending the seminars you are assigned as teacher trainers evaluated? Please explain.
   - Are you evaluated? Please explain.

5) To what extent do you think teachers attending the seminars and courses organized transfer the things they learnt into the classroom environment?
   - Have you received any positive or negative feedback from the teachers about this? If yes, please explain.

6) Do you think the things the teachers attending the seminars or courses learnt have an indirect effect on increasing student success?

7) Is there anything that you want to add?

TEACHER TRAINER INTERVIEW GUIDE (TURKISH VERSION)

FORMATÖR ÖĞRETMEN GÖRÜŞME FORMU

Merhaba ben İclal Şahin. Ortadoğu Teknik Üniversitesi Eğitim Bilimleri Bölümü'nde Doktora yapmaktayım. İngilizce öğretmenlerine verilen hizmetiçi eğitimin planlanması, uygulanması, değerlendirilmesi ve kazanılan bilgi ve becerilerin öğretme öğrenme ortamına aktarılması üzerine bir çalışma yapıyorum. Vereceğiniz bilgiler İngilizce öğretmenlerine yönelik hizmetiçi eğitimin değerlendirilmesine katkıda bulunacağı gibi, seminer sonrası öğretmen uygulamalarına da ışık tutarak, hizmet içi eğitimin niteliğini artırmada da büyük bir rol oynayacaktır. Görüşmeye başlamadan önce bir kaç noktaya değinmek istiyorum.

- Vereceğiniz bilgiler tamamen gizli tutulacaktır ve isminiz hiç bir şekilde kullanılmayacaktır. Tez yazılırken gerektiği durumlarda takma ad kullanılacaktır.
- Çok fazla zamanınızı almamak ve görüşme esnasında söylediklerinizi yazıya geçirirken yapabileceğim hataları en alt düzeye indirmek amacıyla izin verirseniz görüşmeyi kaydetmek istiyorum. Görüşmeye başlamadan önce sormak istediğiniz herhangi bir soru var mı?
- Görüşmemiz yaklaşık olarak 45 dakika sürecektir.
- Hazırsanız görüşmeye başlayabiliriz.

A. GENEL BİLGİLER

1) Öncelikle bana biraz özgeçmişinizden bahseder misiniz? (eğitiminiz, görev yaptığınız yer, öğretmenlik ve formatörlük deneyiminiz, vb.)

2) Formatör öğretmen olarak, düzenli olarak hizmet-içi eğitim çalışmalarına katılıyor musunuz? Evet ise açıklar mısınız?

3) Yeni görevinizin (formatör öğretmenliğin) size getirdiği sorumluluklar nelerdir? Açıklar mısınız?

B. FORMATÖR ÖĞRETMEN EĞİTİMLERİNİN DEĞERLENDİRİLMESİ

1) Formatör öğretmen olmaya nasıl karar verdiniz? Açıklar mısınız?
   - Formatör öğretmenlere yönelik eğitimlerden nasıl haberdar oldunuz?
   - Formatör öğretmen olmak için aday gösterildiyseniz, aday gösterilmenizin sebebinin ne olduğunu düşünüyorsunuz?

2) Formatör öğretmen olmak için nasıl bir süreçten geçtiğinizden kısaca bahseder misiniz? (toplamda kaç eğitime tabii tutulduğunuz, nerede eğitim aldığınız, süresi)

3) Katıldığınız formatör eğitimlerinin genel olarak içeriği hakkında bilgi verir misiniz? (kapsadığı konular, dil becerileri, vb.)

- Katıldığınız eğitimlerin içeriğinin, formatör öğretmen olmanıza ne kadar katkıda bulunduğunu düşünüyorsunuz?
- Katıldığınız eğitimler daha farklı hangi konuları kapsayabilirdi?

4) Katıldığınız eğitimlerin size neler kazandırdığını düşünüyorsunuz?

- Edindiğiniz bilgileri hizmet-içi öğretmen eğitimine, bir formatör öğretmen olarak ne kadar aktarabildiğinizi düşünüyorsunuz?
- Eğer formatör öğretmenliğinin yanısıra İngilizce Öğretmeni olarak da çalışıyorsanız, edindiğiniz bilgileri sınıf ortamına ne kadar aktarabildiğinizi düşünüyorsunuz?
- Eğitim ve sınıf ortamına aktarmakta sorun yaşadığınız noktalar oldu mu? Açıklar mısınız?

5) Katıldığınız eğitimlerde genel olarak hangi öğretim metotları kullanıldı?

- Sizce bu metotların kullanılması içeriğin daha iyi anlaşılmasına yardımcı oldu mu? Açıklar mısınız?
- Formatör öğretmen eğitimlerinde kullanılan metotları, siz formatör öğretmen olarak görev yaptığınız hizmet içi seminerlerde kullanıyor musunuz?
- Sizce, formatör öğretmen eğitimlerinde daha farklı hangi metotların kullanılması gerekir?

6) Formatör öğretmen eğitimlerinde genel olarak hangi öğretim materyalleri kullanıldı?

- Katıldığınız eğitimlerde kullanılan öğretim materyallerinin, formatör öğretmen olmanıza ne kadar katkıda bulunduğunu düşünüyorsunuz?
- Formatör eğitimlerinde kullanılan materyalleri, siz formatör öğretmen olarak görev yaptığınız hizmet içi eğitim seminerlerinde/kurslarında kullanıyor musunuz?
- Formatör öğretmen eğitimlerinde daha farklı ne tür materyaller kullanılmasını isterdiniz?

7) Katıldığınız formatör öğretmen eğitimlerinin güçlü ve zayıf yönlerinin neler olduğunu düşünüyorsunuz?

8) Bundan sonra düzenlenecek olan formatör öğretmen eğitimleri için önerileriniz nelerdir?

9) Katıldığınız formatör öğretmen eğitimlerinde görev yapan eğitmenlerin alana ne kadar hakim olduğunu düşünüyorsunuz?

- Katıldığınız formatör öğretmen eğitimlerinde görev yapan eğitmenlerin bildiklerini size aktarmada ne kadar etkili olduğunu düşünüyorsunuz?

C. MAHALLİ SEMİNERLERİN DEĞERLENDİRİLMESİ

1) Mahalli ve Türkiye çapında yapılan hizmet-içi eğitimlerin planlanmasında nasıl bir rol oynuyorsunuz? (katılımcıların belirlenmesi, ihtiyaçların tespiti, vb.)
   - Eğitimlere yönelik ihtiyaçlar nasıl belirleniyor?
   - Eğitimlere katılacak olan öğretmenler neye göre seçiliyor?

2) Düzenilen mahalli hizmet-içi eğitim programlarında görevli olduğunuzdan ne şekilde ve ne zaman haberdar oluyorsunuz?
   - Hangi formatör öğretmenlerin hangi eğitimlere katılacağı nasıl belirleniyor?
   - Eğitimlere katılacak olan formatör öğretmenlerin belirlenmesine yönelik herhangi bir kriter var mı? Varsa açıklar mısınız?

3) Genel olarak, formatör öğretmen olarak görev yaptığınız kurs ve seminerlerin uygulanmasında rolünüzden kısaca bahseder misiniz?
   - Hedefleri nasıl belirliyorsunuz?
     - Şu anda görevli olduğunuz mahalli seminerlerde hedefler nasıl belirlendi?
   - Konular seçilirken neye dikkat ediliyor?
     - Şu anda görevli olduğunuz mahalli seminerlerde konuların seçimi nasıl gerçekleşti?
     - Sizin hangi konu hakkında sunum yapacağınıza nasıl karar verildi? Kişisel tercihleriniz oldu mu?
   - Kullanılacak olan materyaller nasıl belirleniyor?
     - Şu anda görevli olduğunuz mahalli seminerde ne tür materyaller kullanıyorsunuz?
   - Hangi öğretme metotlarının kullanılacağı nasıl belirleniyor?
     - Şu anda görevli olduğunuz mahalli seminerde genel olarak hangi öğretme metotlarını kullanıyorsunuz? Açıklar mısınız?

4) Formatör öğretmen olarak görev yaptığınız kurs ve seminerlere katılan öğretmenler herhangi bir değerlendirmeden geçiyorlar mı? Açıklar mısınız?
   - Siz herhangi bir değerlendirmeye tabii tutuluyor musunuz? Açıklar mısınız?

5) Düzenlenen seminer ve kurslara katılan öğretmenlerin öğrendiklerini sınıf ortamına ne kadar aktarabildiğini düşünüyorsunuz?
   - Bu konuda öğretmenlerden olumlu veya olumsuz dönüt aldınız mı? Evet ise açıklar mısınız?

6) Seminer ve kurslara katılan öğretmenlerin öğrendiklerinin dolaylı olarak öğrenci başarısını arttırmadaki rolü olduğunu düşünüyor musunuz?

7) Bunların dışında belirtmek istediğiniz noktalar var mı?

APPENDIX E

INSET SEMINAR OBSERVATION GUIDE (ENGLISH VERSION)

SEMINAR OBSERVATION GUIDE	
Observation Date	
Theme of the Session	
Duration	
Class size	
Seating Plan	
Aims of the Session	
Instructional Methods	
Instructional Activities	
Instructional Materials	

Measurement and Evaluation Tools	
Role of the Trainer	
Role of the Participants	
Type of Interaction (participant-trainer; participant-participant)	
Language Skill Developed (Reading, writing, grammar, etc.)	
Processes, Activities, Suggestions for Implementation	
Other Observational Notes	

INSET SEMINAR OBSERVATION GUIDE (TURKISH VERSION)

SEMİNER GÖZLEM FORMU	
Gözlem Tarihi	
Oturumun Konusu	
Süre	
Sınıf mevcudu	
Oturma Planı (şekil olarak)	
Oturumun Amaçları	
Kullanılan Öğretim Metotları	
Eğitsel Etkinlikler	
Eğitsel Materyaller	
Ölçme Değerlendirme Araçları	

Eğitmenin Rolü	
Katılımcıların Rolü	
İletişim (Katılımcı-eğitmen; katılımcı-katılımcı)	
Ağırlıklı olarak Geliştirilen Dil Becerileri (Okuma, yazma, dil bilgisi, vb.)	
Uygulamaya aktarmaya yönelik süreçler, etkinlikler, öneriler, vb.	
Diğer Gözlem Notları	

CLASROOM OBSERVATION GUIDE (ENGLISH VERSION)

CLASSROOM OBSERVATION FORM	
Observation Date	
Name of the School	
Class	
Class Size	
Duration	
Seating Plan	
Aims of the Lesson	
Instrustional Methods	
Instructional Activities	
Instructional Materials	

Measurement and Evaluation Tools	
Role of the Teacher	
Role of the Students	
Classroom Interaction	
Language Skill Developed (Reading, Writing, grammar, etc.)	
Other Observational Notes	

CLASROOM OBSERVATION GUIDE (TURKISH VERSION)

SINIF GÖZLEM FORMU	
Gözlem Tarihi	
Okulun adı	
Sınıf	
Sınıf mevcudu	
Süre	
Oturma Planı (şekil olarak)	
Dersin Amaçları	
Öğretim Metotları	
Eğitsel Etkinlikler	
Eğitsel Materyaller	

Ölçme Değerlendirme Araçları	
Öğretmenin Rolü	
Öğrencinin Rolü	
Sınıf içi İletişim	
Ağırlıklı olarak Geliştirilen Dil Becerileri (Okuma, yazma, dil bilgisi, vb.)	
Diğer Gözlem Notları	

APPENDIX G

THE CONSENT FORM FROM THE MINISTRY OF NATIONAL EDUCATION

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

Sayı : B.08.0.EGD.0.07.00.00.605.99- 215 / 1272   25../03/2011
Konu : Araştırma İzni

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : a) 21.03.2011 tarih ve B.30.2.ODT.72.00.00-420-1628/3413 sayılı yazı,
b) 28.02.2007 tarih ve B.08.0.EGD.0.33.05.311-311/1084 sayılı Makam Onayı ile Uygulamaya Konulan "Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.

Üniversiteniz Eğitim Programları ve Öğretimi Anabilim Dalı Doktora Öğrencisi İclal ŞAHİN'in "İngilizce Öğretmenleri İçin Düzenlenen Hizmetiçi Eğitim Programlarının Etkinliğinin Öğretmenlerin Sınıf İçi Uygulamalarına Yansıması Yönünde Değerlendirilmesi" konulu araştırmasında kullanılacak veri toplama araçlarını Talim ve Terbiye Kurulu Başkanlığı ile Hizmetiçi Eğitim Dairesi Başkanlığınca düzenlenecek olan İngilizce Öğretmenlerine yönelik hizmet içi eğitim faaliyetlerinde uygulama izni talebi incelenmiştir.

Üniversiteniz tarafından kabul edilerek onaylı bir örneği Bakanlığımızda muhafaza edilen 45 sayfa 277 sorudan oluşan veri toplama araçlarının Talim ve Terbiye Kurulu Başkanlığı ile Hizmetiçi Eğitim Dairesi Başkanlığınca düzenlenecek olan İngilizce Öğretmenlerine yönelik hizmet içi eğitim faaliyetlerine katılacak olan öğretmenlere, eğitim görevlisi ve formatör öğretmenlere, görevli TTKB ve HEDB personeline ve bu faaliyetlerde görevli akademisyenlere gönüllülük esas olmak kaydıyla uygulanmasında bir sakınca görülmemektedir.

İlgi (b) Yönergenin 5. Maddesinin (o) bendi uyarınca teslim tutanağının imzalanarak araştırmanın bitiminde sonuç raporunun iki örneğinin Bakanlığımıza gönderilmesi gerekmektedir.

Bilgilerinizi ve gereğini rica ederim.

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ONE-WEEK INSET SEMINAR PROGRAM

INSET Seminar Program		
Days of the Week	Hours	Sessions
Monday	08.00 - 09.00	Moment of Silence, İstiklal Marşı (Turkish National Anthem), Opening Speech
	09.00 - 09.50	Ice-breakers & Warmers
	10.00 - 11.30	Classroom Management
	12.30 - 14.00	Integrated Language Teaching
	14.15 - 15.45	CEFR- Introducing The new Curricula, Samples from course books
Tuesday	09.00 - 09.50	Teaching Vocabulary and Grammar
	10.00 - 11.30	Workshop
	12.30 - 13.20	Developing Writing Strategies
	13.30 - 15.00	Workshop
Wednesday	09.00 - 09.50	Developing Speaking Strategies
	10.00 - 11.30	Workshop
	12.30 - 13.20	Developing Reading Strategies
	13.30 - 15.00	Workshop
Thursday	09.00 - 09.50	Developing Listening Strategies
	10.00 - 11.30	Workshop
	12.30 - 13.20	Samples of Evaluation and Assessment
	13.30 - 15.00	Workshop
Friday	09.00 - 09.50	Materials Adaptation and Development
	10.00 - 11.30	Workshop
	11.30 - 12.30	Course evaluation
	13.30	Closing Speech

CODES OF THE STUDY

THEME 1: PLANNING OF STAFF DEVELOPMENT

1. TTPs
  a. TTP Planning
  - Selection of the TTCs
  - Type of Attendance
  - Initial Info on the TTP
  - Content selection
  - Trainer Assignment

  b. TTP Implementation
  - Delivery Process
    - 1st TTP
    - 2nd TTP
  - Content Provision
  - Methodology
  - Material Use
    - PowerPoint presentations
    - Worksheets
    - Stationery
    - Audio-visual materials
    - Authentic Materials
    - Classroom Based Materials

  c. TTP Evaluation

2. Local INSET Planning
  a. Teacher Selection
  b. Initial info on the seminar
  c. Local planning
  d. Trainer Assignment
  - Seminar assignment
  - Session assignment
  e. Content selection
  - Content standardization

THEME 2: IMPLEMENTATION OF STAFF DEVELOPMENT

1. INSET Aims
  a. Intended Aims
  b. Perceived Aims

2. Content Provision

3. Methodological Practices and Preferences

4. Material Use
  a. PowerPoint presentations
  b. Worksheets
  c. Audio-visual materials
  d. Course book sourced materials
  e. Realia
  f. Anecdotes
  g. Stationery

5. Trainer Competencies
  a. Teacher Trainer Competencies
  b. Faculty Member Competencies
  c. Native Speaker Competencies

6. Problems and Coping Strategies

THEME 3: EVALUATION OF STAFF DEVELOPMENT

1. Seminar Evaluation
  a. Use of Questionnaire
  b. Use of Formal Report

2. Trainer Evaluation

3. Teacher Evaluation
  a. Formal Teacher Evaluation
    System
  b. Perceptions About Informal
    Teacher Evaluation
  c. Beliefs About Follow-up

THEME 4: IMPACT OF STAFF DEVELOPMENT

1. Impact on Pedagogical Beliefs
  a. Use of L2
  b. Use of Communicative Way
    of Teaching
  c. Focus on Language Skills
  d. Textbook Dependence
  e. Material Use and
    Development
  f. Classroom Management
  g. Error Correction
  h. Approach to Measurement
    and Evaluation

2. Impact on Pedagogical Content Knowledge
  a. Refreshment and Update
  b. Approval of Practice
  c. Developing Knowledge of
    Learners

3. Impact on Actual Classroom Practices
  a. Use of L2
  b. Use of Communicative Way
    of Teaching
  c. Measurement and
    Evaluation Practices
  d. Material Use and
    Development
  f. Focus on Language Skills

4. Impact on Personal and Professional Growth
  a. Increased Job Satisfaction
    and Motivation
  b. Increased Confidence and
    Self-efficacy
  c. Increased Willingness for
    Professional Growth

5. Impact on Students
  a. Impact on Attitude to
    English
  b. Impact on Achievement

EXCERPTS FROM THE CODED INTERVIEW TRANSCRIPTS AND OBSERVATION FIELDNOTES

EXCERPT 1: TEACHER TRAINER INTERVIEW

Ne tür materyaller kullanıyorsunuz?
Handoutlarımız var worksheetlerimiz. Yani aslında bir standart da yok yani herkes kafasına göre şeyler kullanıyor. Kendini nasıl rahat hissedecekse yani o worksheetlerde bir standart yok kesinlikle. Bunlar bunlar kullanılacak demiyor. O formatör öğretmenin insiyatifinde. Bu aktivitede bunu düşünmüşse bu kitaptan çekilmiş bir fotokopi olabilir, hazırlanmış olabilir, internetten indirilmiş bir kaynak olabilir yani çok çeşitli olabiliyor.
Peki öğretmenlerin kullandıkları ders kitaplarını ne düzeyde sunularınıza entegre ediyorsunuz?
Çok fazla edemiyoruz ama olması gereken oydu aslında yani bütün aktivitelerin ders kitaplarından çekilip alınması gerekiyordu ki öğretmene gerçekten öyle feedbackler alıyorduk. Bazen mesela reading dersinde reading successten alınan bir ders planı var öğretmenler session'ın sonunda çok şaşırıyorlar. Onlar sadece onu sıkıcı bir reading parçası olarak görüyorlar ama onu adapte ettiğinizde "a böyle de olabiliyormuş" diyorlar. Normalde o uygulamaların kitaplardan alınıp sunulması gerekiyordu. Olması gereken oydu ama olmadı. Orada benim de eksikliğim vardır ama yani biraz da zaman konusu çünkü çok yoğun çalışıyoruz. Yani bu hafta buradasın 3 gün evindesin. 4. gün tekrar yola çıkıyorsun. O bir hazırlık süreci gerektiriyor onları yapmak.
	INSET Material Use
	
	• unstandardized &
	  unspecified mats
	  -handouts
	  -worksheets
	  -online sourced mats
	  -CB sourced mats
	
	• instructional
	  flexibility in mat use
	
	• insufficient use of
	  CB based activities
	
	  - inconsistent with
	    teacher
	    expectations
	
	  - lack of time for
	    mat preparation
	
	  - pros of CB based
	    acts
	    ▪ raising awareness
	      on material
	      adaptation

EXCERPT 2: FACULTY MEMBER INTERVIEW
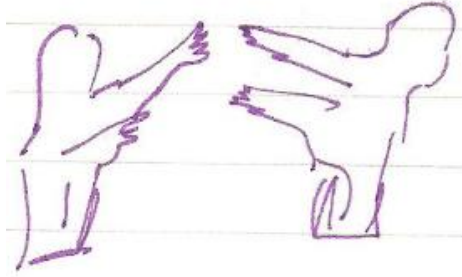
Anlıyorum. Sizce öğretmenler bu seminerlerde öğrendiklerini uygulamaya ne düzeyde aktarıyorlardır? Realitede yüzde 10'u geçmeyeceğini düşünüyorum ama hayallerimde %100 olmasını arzu ederim tabiki. **Peki neleri aktarıyorlardır?** Neleri aktarıyorlar. Bir kısmı zaten gerçekten sizin söylediğiniz şeylere ikna oluyor. Örneğin biz Türkçe konuşarak ingilizce öğretilmeyeceğini söylüyoruz sınıflarda. En azından bunu deneyen arkadaşlarımız var. Bize dönüt veren arkadaşlarımız var. Siz söyledikten sonra diyor çalışıyorum gayret ediyorum gerçekten ingilizce konuşmaya çalışıyorum. Başta çok zorlandım. Şimdi daha rahat konuşuyorum. Yavaş yavaş daha da ileri gideceğimi düşünüyorum. Hatta bir tanesi diyor ki ben sizin seminerinizden önce ne yaparsam yapayım kpds'den 62'den yukarı not alamıyordum. şimdi ilginç bir şekilde sınıfta konuşmaya başladıktan sonra ingilizcem de gelişti daha çok ingilizce dinliyorum, İngilizce okuyorum ve notumu 82'ye çıkarttım diyor. Hiç sınav çözmeden. Şimdi bu bakın kişisel dili gelişen insan öğrencisine çok iyi model oluşturur. Bir Amerikalının derse girdiğinde çok büyük bir etki yapacağını düşünmüyorum, Yani o doğuştan kazanıyor dili ama bir Türk akıcı İngilizce konuşan bir Türk öğrenci üzerinde çok artı bir etki bırakıyor. O yapmış ben de yapabilirim etkisi bırakıyor. Dolayısıyla, bence bu anlamda uygulamada değişiklik o yüzde 10'luk kısımda bu anlamda ciddi bir değişiklik oluyor. Artı gramer öğretiminden, pure grammer öğretiminden uzaklaşma görüyoruz. Önceleri yok yapamazlar bunu bulamazlar, ben vermezsem bilemezler diyen arkadaşlarımızdan oluyormuş hocam valla denedim oldu, çok da keyifli gitti diyen dönütler alıyoruz. Bu da oldukça iyi. Yüzde 10 çok küçük bir grup yüz kişide 10 kişiyi değiştirebiliyor olmamız az bir etkidir ama hiç yoktan iyidir diye düşünüyorum.	• (potential) small level of impact on teachers • impact on pedagogical beliefs - use of L2 - resulted by suggestions of faculty members ⇓ • impact on actual classroom practices - increase in use of L2 ⇓ • impact on personal and professional gowth - desire to use L2 ▪ reading / listening to L2 • potential impact on students -modeling teacher's use of L2 • impact on pedagogical beliefs - refraining from GTM

EXCERPT 3: TEACHER INTERVIEW

Keşke gercekten, keske Eylülde ve Haziran'da okul içerisinde çay kahve içeceğimize saçma sapan şeylerden konuşacağımıza keşke böyle seminerler olsa. Çünkü orada motive oluyorsunuz mesela ben sizlerden sonra derslerde %80 ingilizce konuşuyorum. Ama çocuk anlamazsa anlamayan kapasite mesela demin gördünüz öğrenciler varsa o araya S koyar orada Türkçe konuşurum. Çünkü anlayamıyor. Ama sizden sonra gelince mesela hergün ingilizce düsünmeye falan basladım. O kadar keyif aldım ki kurs cok mu mükemmeldı güzeldı ama mükemmelikleri şöyle yani mükemmel diyemiyeceğim daha böyle ayrıntılar bekledım.
 	
Mesela?
 	
Mesala iste oyun anlamında evet diyelım ki yığınla oyun var o içine bir de soyle birşey var. Bizler oyun oynamaya korkuyoruz cekiniyoruz mesela o seminerler sırasında. Belki arkadaşımız o yüzdende oyuna bizi yöneltmemişlerdir. Ama oyun içerisinde biz kendimiz oldugumuz zaman haa okulda ben bunu yapabilirim ya da ben bunu okulda değiştirebilirim bunu böyle kullanabilirim. Oyun bekledim ondan sonra böyle tek tek her birinden farklı aksanlar duymak güzeldi. Ama ne bileyim yani böyle bir şeyler eksiktide .
 	
Ne eksikti mesela? Verilen konular açısından ne kadar yeterli olduğunu düşünüyorsunuz mesela?
 	
Düşünmüyorum şöyleki düşünmüyorum. Şimdi arkadaşlarımız ideal bir İngilizce öğretmeni ama bu idealliklerinin yanında aslında şey seni iste zorlayan demin dediğimiz gibi SBSsi var okul müdürü var veli profili var. Veli de sizi çok etkiliyor. Mesela bazı veliler geldiler diyorlar ki siz sürekli ingilizce konuşuyorsunuz benim çocugum sizi anlamıyor diyor. Peki burada şimdi okuma parçasında atıyorum arkadaşımız bize sadece 3 saat okuma anlatmasaydı da 3 saatten diyelimki 1.5 saatinde okuma etkinliği verseydi. Etkinlikler az gibi geldi.
	• INSET suggestions
	 - Timing
	   (September/June)
	
	• impact on personal
	  & professional
	  gowth
	 - increased
	   motivation
	      ⇓
	• initial impact on
	  actual classroom
	  practices
	 - use of L2
	 - code switching to
	   L1 (when not
	   understood)
	
	•positive attitudes to
	  INSET
	
	• INSET methodology
	 - lack of games
	 - lack of active
	   participation
	
	 -TTs with different
	   accents (L2)
	   (strength)
	
	 - Lack of focus on
	   implementation
	   problems (e.g.,
	   SBS, School
	   admin, parent
	   pressure)
	
	 - Too much focus on
	   theory
	
	 - lack of sufficient
	   practice

EXCERPT 4: CLASSROOM OBSERVATION FIELDNOTES

Cansu, derse greetingle başladı. Sınıf oldukça hareketli. Öğrencilerden birini tahtaya kaldırdı. Öğrenciyle, aşağıdaki gibi karşılıklı durdular. Cansu, ellerini kaldırdı ve aşağı yukarı doğru hareket ettirdi. Karşısındaki öğrenciden de Cansu'nun eline dokunmadan aynı şeyi yapmasını istedi, ve oturan öğrencilerin de yanlarındakiyle, aynı hareketi yapmalarını istedi. Öğrenciler etkinlikte oldukça eğlendiler. Bu hareketi bir süre yaptıktan sonra, Cansu "Tamam mı? Beynimizi boşalttık mı?" dedi ve daha sonra "Now listen to me quitely" dedi.	• use of a warmer activity used in the INSET - helping students relax / focus on lesson - teacher as facilitator - positive attitudes of students towards activity
  (from the observation fieldnotes) Cansu, öğrencilere, "please open your books, unit 11" dedi. "What's our unit name?" diye sordu ve "skills" cevabını aldı. "Alt başlığımız personal skills" dedi. Cansu, kitabı göstererek, "there are some people here. I think you know about them. One of them is Mozart and the other is?" dedi ve bekledi. Öğrencilerden biri, "Einstein" dedi. Cansu, "who are they?" diye sordu. Cevap gelmedi. Cansu "Is Mozart a doctor, inventor, teacher?" diye sordu. Öğrencilerden biri "music" dedi ve Cansu "yes, he's a musician" dedi. T: Is he dead or alive?	• use of L2 - transactional phrases • elicitation - use of questions -interaction (T↔S)

SS: [Cevap gelmedi.]
    T: Yaşıyor mu, çocuğum?
    S: It's öldü.
    T: He's not living? What about Einstein? Is the alive?
	• use of L2
	- code switching to L1 (when not undertood)

APPENDIX K

TURKISH SUMMARY

Eğitim kalitesini artırma, eğitim adına yapılan tartışmaların başında gelmektedir (Huber, 2011). Bu tartışmalarda öne çıkan konulardan biri ise hizmet içi eğitimdir (Guskey, 2000). Öğretmenlere hizmet içi eğitim olanakları sağlamak birçok anlamda önemlidir. Öncelikle, bilginin değişmesi, hizmet içi eğitime yönelik ihtiyacı gündeme getirmektedir (Craft 2000; Darling-Hammond ve Bransford, 2005; Guskey, 2000). Guskey (2000) eğitim alanındaki bilgi tabanının hızlı bir şekilde büyüdüğünü vurgulamakta ve öğretmenlerin bu bilgiyi kullanarak mesleki becerilerini yenilemeleri gerektiğini savunmaktadır. Bu noktada hizmet içi eğitimin, öğretmenlerin hizmet öncesi eğitim aracılığıyla edindikleri bilgi ve becerilerin geliştirilmesine katkıda bulunması beklenmektedir (Odabaşı-Çimer, Çakır ve Çimer, 2010; OECD, 1998). Bilginin değişmesiyle birlikte öğrencilerin ihtiyaç ve beklentileri de değişmektedir. Hizmet içi eğitim, öğretmenlerin, bu ihtiyaç ve beklentiler konusunda farkındalık geliştirmesinde etkin bir rol oynamaktadır (Darling-Hammond ve Bransford, 2005).

Hizmet içi eğitim, öğretmenlerin, dünyadaki gelişmelere uyum sağlamalarına (Darling-Hammond & Bransford, 2005; Guskey, 2000; Villegas-Reimers, 2003) ve öğrencilerin daha iyi öğrenmelerine katkıda bulunmaktadır (Darling-Hammond ve Bransford, 2005; Fitchman-Dana ve Yendol-Hoppey, 2008; Guskey, 2000). Bunun yanı sıra, hizmet içi eğitim, reformlarının uygulanmasına da önemli ölçüde destek olmaktadır (Guskey, 2000; Little, 2000; Villegas-Reimers, 2003). Eğitim kalitesini artırma ihtiyacı, eğitim reformlarının sayısında bir artışa yol açmıştır. Ancak, her ne kadar bu reformların birçoğu ümit verici olsa bile (Villegas-Reimers, 2003, s.7), alan yazın, yayınlanmış başarısız reform çabalarıyla doludur (Guskey, 2000). Aslında, eğitim reformlarının başarılı

veya başarısız olmasına yol açan iki etken vardır. Bunlardan birincisi, öğretmenin reform sürecinde algılanan yeri ve konumudur. Yapılan araştırmalar, öğretmenlerin, reformu sınıf ortamına aktaracak bireyler olmalarına rağmen, eğitim reformlarına gelince söz hakkına sahip olmadıklarını göstermektedir (Apple ve Jungck, 1993; Cohn ve Cottkamp, 1993; Guskey, 2000). Ancak, öğretmenleri, sadece reformu uygulayan bireyler olarak değerlendirmek, reformun kapsamını daraltmaktadır. Aslında, öğretmenler, reformu uygulayan kişiler olmanın yanı sıra değişim ajanıdır (Guskey, 2000; OECD, 2011) ve öğretmenin bu iki rolünü de dikkate alan reformların başarılı olma olasılığı yüksektir.

Eğitim reformları, çoğunlukla öğretmenlerin reform süreci ile uyumlu roller geliştirmelerini gerektirmektedir (Guskey, 2000). Ancak, reform kapsamındaki değişiklikleri sınıf ortamına aktarmak öğretmenlere bağlıdır (Richardson ve Placier, 2001). Little (2000), reformların, öğretmenlerin bireysel yorumuna açık olduğu gibi kurumsal ve ortak yoruma da açık olduğunu savunmaktadır. Öğretmenlerin, reformu sınıf ortamına aktaracak değişim temsilcileri oldukları dikkate alındığında, reformun başarısının da başarısızlığının da onlara bağlı olduğu sonucu ortaya çıkmaktadır. Bu noktada, hizmet içi eğitim, öğretmenlerin eğitim reformlarını tamamlayan roller geliştirmelerine yardımcı olacak önemli etkenlerden biridir (Dilworth ve Imig, 1995; Fullan ve Hargreaves, 1992; Guskey, 2000; Villegas-Reimers, 2003). Villegas-Reimers (2003), hizmet içi eğitim ve eğitim reformu arasındaki ilişkiyi çift taraflı bir ilişki olarak tanımlamaktadır. Hizmet içi eğitimin yer almadığı reform hareketlerinin başarısız olduğunu belirtmektedir. Hizmet içi eğitim, öğretmenlerin reformu yorumlaması, reformun ortaya çıkış nedenlerini anlaması ve reformu uygulamalarına aktarabilmelerini sağlayacak bilgi ve beceriler geliştirmeleri açısından önemlidir. Bu bağlamda, hizmet içi eğitimin rolü, öğretmen gelişimini ve değişimini sağlamaktır. Ancak, Villegas-Reimers (2003), reform kapsamında yapılan ama reform süreciyle uyumlu olmayan hizmet içi eğitim etkinliklerinin başarısız olduğunu belirtmektedir. Hizmet içi eğitim kalitesini artırarak eğitim kalitesini yükseltme çabaları, etkili ve etkisiz hizmet içi eğitim süreçlerinin tanımlanmasına yönelik çalışmalarda kendini göstermektedir (örn. Corcoran, 1995; Garet, Porter,

Desimone, Birman ve Yoon; Guskey, 1995; Munby, Ogilvie, ve Sutton, 1987; Wei, Darling-Hammond, Andree, Richardson ve Orphanos, 2009).

Türkiye, son on yılda eğitim reformunu çeşitli biçimlerde yaşayan ülkelerden biridir. Eğitim reformunun, 2004-2005 yılında ulusal eğitim programlarına aktarılması ile birlikte, ilk ve orta öğretim programları büyük bir ölçüde değişmiş ve oluşturmacı yaklaşım, öğretim programları ve ders kitaplarına yansımıştır. Reformun sebepleri arasında bilimsel ve teknolojik gelişimleri ve öğretme ve öğrenim alanındaki gelişmeleri takip etme, eğitimin niteliğini ve eğitimde eşitliği artırma ve sekiz yıllık zorunlu eğitim için program bütünlüğü sağlamak gibi nedenler bulunmaktadır. Bunun yanı sıra PISA, TIMMS-R ve PIRLS gibi uluslararası çalışmaların ve ulusal bir çalışma olan ÖBBS'nin sonuçları eğitimde reforma ihtiyaç duyulduğunu ortaya koyan nedenler arasındadır (MEB, 2004). İlk ve orta öğretim İngilizce dersi öğretim programları, reform kapsamında değişen programlar arasındadır. İngilizce dersinin amaçları, içeriği, eğitsel etkinlikleri ve ölçme değerlendirme araçları, reformun amaçlarına paralel olarak değişmiştir. 4., 5., 6., 7, ve 8. sınıf programları arasında bütünlük sağlamak ve öğrencilerin bir kavramla birden fazla karşılaşmalarını sağlamak amacıyla sarmal program kullanılmıştır. Bunun dışında, dil öğretiminde süreç odaklı bir yaklaşım benimsenmiştir. İngilizce dersi öğretim programında yapılan değişiklikler, öğretmenlerin sınıflarında iletişimsel dil öğretimi ve derleme (eclectic) yöntemini benimseyerek, öğrencilere iletişim becerisini kazandırmayı hedeflemektedir. Bu bağlamda, hedef dilin, yani İngilizce'nin sınıf içinde etkin bir şekilde kullanımı, bütünleşik beceri öğretimi, dört dil becerisinin iletişimsel etkinliklerle öğretimi ve alternatif ölçme ve değerlendirme yöntemlerinin işe koşulması yeni İngilizce öğretim programında vurgulanan noktalar arasındadır (MEB, 2006).

Reformun uygulamaya aktarılması üzerine gerek İngilizce'nin öğretimi gerekse genel ilköğretim dersleri üzerine birçok çalışma yapılmıştır. Bu çalışmaların bazıları, öğretmenlerin yeni eğitim programını etkin bir şekilde uygulayabilmeleri için hizmet içi eğitime gereksinim duyulduğunu ortaya koymaktadır (örn. Büyükduman, 2005; Topkaya ve Küçük, 2010). İngilizce öğrenmek isteyen bireylerin ve İngilizce öğretmeni sayısındaki artışla birlikte

artan hizmet içi eğitim ihtiyacı (Wallace, 1991; Williams, 1994), reformun uygulanmaya başlamasıyla farklı bir boyut almıştır. İngilizce öğretim programlarındaki değişikle birlikte, bu programları öğretmenlere tanıtmak amacıyla MEB tarafından hizmet içi eğitim programları düzenlenmiştir. Bu programlardan en kapsamlısı 2009 yılında gerçekleştirilmiştir. Ancak, belirtilen tarihte, MEB'e bağlı olarak çalışan yaklaşık 48.000 İngilizce öğretmeni olduğu ve bu öğretmenlere kısa bir sürede ulaşmanın zorluğu dikkate alındığında, hizmet içi eğitim programı piramit eğitim modeli kullanılarak uygulanmıştır. Piramit eğitim modeli, bir grup öğretmenin hizmet içi eğitim programına katılmaları ve daha sonra öğrendikleri bilgi ve becerileri meslektaşlarına aktarmaları şeklinde gerçekleşmektedir (Kennedy, 2005, s.235). Bundan yola çıkarak, büyük bir grup İngilizce öğretmeni, daha sonra Türkiye'de bulunan tüm İngilizce öğretmenlerinin yeni programa uyumunu sağlamak amacıyla 2009 yılında formatör öğretmen yetiştirme programına katılmıştır. Program tamamlandığında, yetiştirilen formatör öğretmen sayısının yetersiz olduğu düşünelerek 2010 yılında ikinci bir formatör öğretmen programı düzenlenmiştir. Bu programa paralel olarak, 2010 yılında Türkiye çapında İngilizce öğretmenlerine yönelik yerel hizmet içi eğitim seminerleri başlamıştır. Ancak, bu seminerlere katılan öğretmenlerin öğrendikleri bilgi ve becerileri uygulamalarına nasıl aktardıkları ve piramit eğitim modelinin amacına ulaşıp ulaşmadığı araştırmaya açık bir alan olarak ortaya çıkmıştır. Bu soruların yanıtı ilgili politika ve uygulamaların geliştirilmesi ve verilen eğitimlerin sürdürülebilirliğinin sağlanması açısından büyük önem arz etmektedir.

Türkiye'de İngilizce öğretmenlerine verilen hizmet içi eğitim etkinlikleri üzerine birçok çalışma yapılmıştır. Bu çalışmaların büyük bir çoğunluğu üniversite düzeyinde gerçekleştirilmiştir. Bu çalışmalar özellikle İngilizce derslerini veren öğretim elemanlarının hizmet içi eğitime yönelik ihtiyaçlarını ve/veya algılarını irdelemiştir (örn. Önkol, 2011; Özen, 1997) ve/veya hizmet içi eğitim programlarının etkililiğini araştırmıştır (örn. Türkay-Altınkamış, 2000; Daloğlu, 1996; Şahin, 2006; Şan, 1998). Ancak, MEB tarafından İngilizce öğretmenleri için düzenlenen hizmet içi eğitim programları üzerine yapılan çalışmaların sayısı sınırlıdır. Bu çalışmaların bir kısmı İngilizce öğretmenlerinin hizmet içi eğitim ihtiyaçlarını tespit etmek amacıyla gerçekleştirilmiştir (örn.

Karaca, 1999; Kayhan, 1999; Mısırlı, 2011) ve/ya da hizmet içi eğitim programlarının etkililiğini araştırmayı hedeflemiştir (örn. Ünal, 2011). Bununla birlikte, bu kapsamda yapılan çalışmaların büyük bir kısmı eğitim reformundan önce çoğunlukla nicel araştırma tekniklerinden faydalanılarak gerçekleştirilmiştir. Karma desen kullanılarak yapılan çalışmalarda ise genellikle görüşme ve doküman analizi kullanılmıştır. Gözlem yoluyla, İngilizce öğretmenlerin hizmet içi eğitim sonrası sınıf içi uygulamalarını irdeleyen herhangi bir çalışma mevcut değildir. Bu bağlamda, etkili hizmet içi eğitim uygulamaları ile öğretmenlerin hizmet içi eğitim sonrası uygulamaları arasındaki ilişki ve bu uygulamaların öğrenciler üzerindeki etkisi konusunda alanyazında bir boşluk bulunmaktadır. Hizmet içi eğitimin, öğretmenler ve öğretmen uygulamaları üzerindeki etkisinin irdelenmesi hizmet içi eğitim etkinliklerinin amacına ulaşması ve sürdürülebilirliği anlamında büyük önem taşıdığı gibi İngilizce eğitiminin niteliğini artırmak açısından da önem arz etmektedir.

Bu bağlamda, bu *araştırmanın amacı* MEB tarafından İngilizce Öğretmenleri için düzenlenen hizmet içi eğitim programlarının, öğretmenler ve öğretmenlerin sınıf içi uygulamaları üzerindeki etkisini araştırmaktır. Bu çalışma, hizmet içi eğitim programlarının planlama, uygulama, değerlendirme ve takip boyutu üzerinde durmaktadır ve hizmet içi eğitim programlarının planlama, uygulama ve değerlendirme boyutu ile bu programların etkisi arasındaki ilişkiyi irdelemektedir. Bu kapsamda, aşağıdaki araşırma sorularına yanıt aranmıştır:

1. MEB tarafından İngilizce Öğretmenleri için düzenlenen hizmet içi eğitim programları nasıl *planlanmaktadır*?

2. MEB tarafından İngilizce Öğretmenleri için düzenlenen hizmet içi eğitim programları nasıl *uygulanmaktadır*?

3. MEB tarafından İngilizce Öğretmenleri için düzenlenen hizmet içi eğitim programları nasıl *değerlendirilmektedir*?

4. MEB tarafından İngilizce Öğretmenleri için düzenlenen hizmet içi eğitim programlarının öğretmenler ve öğretmenlerin uygulamaları üzerindeki *etkisi* nedir?

   4.1. Ne tür hizmet içi eğitim uygulamaları daha iyi öğretmen ve öğrenci performansını sağlamaktadır?

4.2. Ne tür hizmet içi eğitim uygulamaları öğretmenlerin ve öğrencilerin performanslarını geliştirmede daha az etkilidir?

4.3. Öğretmenler arasında, hizmet içi eğitim programları aracılığıyla elde edilen öğrenme deneyimlerini uygulamaya aktarmada ne gibi farklılıklar bulunmaktadır?

Bu çalışma birçok açıdan önem taşımaktadır. Öncelikle, MEB tarafından düzenlenen hizmet içi eğitim programlarının planlanması, uygulanması ve değerlendirilmesi ile etkisi arasındaki ilişkiyi irdeleyen ve bununla birlikte sınıf gözlemlerinin, İngilizce öğretmenlerinin seminer sonrası uygulamalarını takip etmek amacıyla kullanıldığı bir çalışma mevcut değildir. Bu bağlamda, çeşitli nitel araştırma yöntemlerinin işe koşulduğu bu çalışmanın, hizmet içi eğitim süreçleri ve bu süreçlerin İngilizce öğretmenleri ve öğretmen uygulamaları üzerindeki etkisi arasındaki ilişkinin anlaşılmasına katkıda bulunacağı düşünülmektedir.

İkinci olarak, bu çalışma Türkiye'de piramit eğitim modelinin üç aşaması hakkında bilgi sağlayan ve formatör öğretmen programları ile yerel hizmet içi eğitim seminerleri arasındaki ilişkiyi araştıran ilk çalışmadır. Bu bağlamda, bu çalışma, piramit eğitim modeli ve bu modelle düzenlenen hizmet içi eğitimin, İngilizce öğretmenleri ve bu öğretmenlerin uygulamaları üzerindeki etkisi arasındaki ilişkiye yönelik boşluğu kapatmaktadır. Bununla birlikte, bu çalışma, etkili ve etkisiz hizmet içi eğitim süreçlerinin tanımlanmasına olanak sağlayarak hizmet içi eğitim etkinliklerinin kalitesini ve etkisini artırmayı hedeflemektedir. Bu çalışmanın bir başka katkısı ise öğretmenlerin, hizmet içi eğitim seminerlerinde öğrendikleri bilgi ve becerileri uygulamaya aktarırken karşılaştıkları problemlerin belirlenmesidir. Problemlerin tespitinin, ulusal düzeyde alınabilecek önlemlerle, hizmet içi eğitimin etkisinin artırılmasına olanak sağlayacağı düşünülmektedir.

Bu çalışmada nitel araştırma deseni kullanılarak, MEB tarafından düzenlenen hizmet içi eğitim seminerinin planlanması, uygulanması, değerlendirilmesi ve takip boyutları üzerine kapsamlı ve derinlenmesine veri toplanmıştır (Creswell, 2011; Patton, 1987; Yıldırım ve Şimşek, 2006). Çalışmada nitel araştırma yaklaşımıyla uyumlu olan *durum çalışması deseni*

kullanılarak özellikle hizmet içi eğitim seminerinin nasıl planlandığı, uygulandığı ve değerlendirildiğini irdeleyen ilk üç araştırma sorusuna yanıt aranmıştır. Ancak dördüncü araştırma sorusu, yani seminerin öğretmenler ve öğretmenlerin sınıf içi uygulamaları üzerindeki etkisi için çoklu durum çalışması yapılmıştır. Bu durumda, Konya ilinde düzenlenen "İngilizce Dersi Öğretim Programları, Yöntem ve Teknikleri Semineri" adlı hizmet içi eğitim semineri, bu çalışmanın temel örnek olayını oluştururken, çalışmaya dahil olan 10 öğretmen, çalışmanın çoklu örnek olaylarını oluşturmaktadır. Çalışmada örnek olay incelemesiyle, araştırmacı 'neden' ve 'nasıl' sorularına yanıt arayabilmiş (Yin, 1994), örnek olayların derinlemesine incelenmesi mümkün olmuş (Creswell, 2007) ve büyük çaplı araştırmalarda ulaşılması zor olabilecek önemli ayrıntılara ulaşılmıştır (Cohen, Manion ve Morrison, 2007).

Bu araştırmada, *gözlem, görüşme ve doküman analizi* tekniklerinden yararlanılmıştır. Görüşme, temel veri kaynağı olarak kullanılmıştır. Gözlem ve doküman analizi aracılığıyla elde edilen veriler ise, görüşme verisini zenginleştirmek amacıyla kullanılmıştır. Gözlem ve görüşme formları araştırmacı tarafından ilgili alan yazın dikkate alınarak geliştirilmiştir. Araştırmada kullanılan iki tane gözlem formu bulunmaktadır: seminer gözlem formu ve sınıf gözlem formu. Yarı yapılandırılmış görüşme formlarının sayısı ise dörttür: Öğretmen Görüşme Formu 1 ve 2, Akademisyen Görüşme Formu ve Formatör Öğretmen Görüşme Formu. Geliştirilen gözlem ve görüşme formları uzman görüşüne sunulmuştur. Alınan geri bildirim doğrultusunda formlarda gerekli değişiklikler yapıldıktan sonra, *pilot çalışma* gerçekleştirilmiştir. Tüm görüşme formlarında hizmet içi eğitim seminerlerinin planlanması, uygulanması, değerlendirilmesi ve takip boyutlarına yönelik benzer sorular olduğu ve öğretmenler bu çalışmanın odak noktası olduğu için sadece öğretmen gözlem formları pilot çalışma sürecinden geçmiştir. İngilizce öğretmenleri için farklı iki ilde düzenlenen hizmet içi eğitim seminerine katılan üç İngilizce öğretmenine kolay ulaşılabilir durum örneklemesi kullanılarak ulaşılmış ve bu öğretmenlerle pilot görüşme yapılmıştır. Pilot çalışma sonrasında, araştırmacı bazı noktaların daha etkili bir şekilde irdelenmesini sağlamak amacıyla bazı soruların cümle yapısını değiştirmiştir. Gözlem formlarına gelince, araştırmacı öncelikle seminer gözlem formunun

amacına ulaşıp ulaşmadığını tespit etmek amacıyla İngilizce öğretmenleri için düzenlenen seminerlerden birine bir gün süreyle katılmış ve bazı oturumlarda gözlem yapmıştır. Sınıf gözlem formu ise, araştırmacı tarafından, araştırmaya katılan öğretmenlerden ikisinin sınıfında asıl veri toplama süreci başlamadan önce üç saatlik gözlem yapılarak test edilmiştir.

Veri toplama süreci, çalışma için sırasıyla Orta Doğu Teknik Üniversitesi ve MEB EARGED'den resmi izinlerin alınmasıyla başlamıştır. Daha sonra, çalışmanın durumunu oluşturacak hizmet içi eğitim semineri belirlenmiştir. "İngilizce Dersi Öğretim Programları, Yöntem ve Teknikleri Semineri" adı altında 2010 yılından beri yerel olarak verilen seminerin seçilmesinin sebebi, seminerin eğitim reformu kapsamında tüm İngilizce öğretmenleri için düzenlenmesidir. Çalışmanın yapıldığı zaman zarfında bu seminer Ankara ilinde gerçekleştirilmediği için, araştırmacı daha sonra yapılacak gözlem ve görüşmeleri de dikkate alarak Ankara iline yakın olan illerden biri olan Konya ilinde düzenlenen seminerde 28 Mart-1 Nisan 2011 tarihleri arasında gözlem yapmıştır. Seminerin yapıldığı zaman, Konya ili ve iline bağlı ilçe ve köylerde toplam 1270 İngilizce öğretmeni görev yaptığı için seminer MEB tarafından, Meram, Karatay, and Selçuklu olmak üzere üç farklı merkez ilçede aynı zamanda düzenlenmiştir. Üç seminerde de aynı program takip edildiği için araştırmacı baştan sona kadar aynı seminerde gözlem yaparak bütünlüğü sağlamayı amaçlamıştır. Bu doğrultuda, Meram'da düzenlenen seminer rastgele olarak seçilmiştir.

Beş iş günü süren seminer, kuramsal ve uygulamalı oturumlar dahil olmak üzere 19 oturumdan oluşmakta ve yaklaşık olarak 23 saatlik bir süreyi kapsamaktadır. Araştırmacının gözlem yaptığı seminere yaklaşık olarak 421 öğretmen katılmıştır ve bu katılımcılar, isimlerinin ilk harfine göre 10 farklı sınıfa (A-J) alfabetik olarak yerleştirilmiştir. Araştırmacı, seminer akışında bütünlüğü sağlamak ve çalışmanın takip aşamasında yer alacak öğretmenlerle uyum ve güven ortamı oluşturmak amacıyla, üç sınıfta dönüşümlü olarak gözlem yapmıştır. Gözlem sırasında en arka sırada oturmuş, yapılandırılmış gözlem formlarını dikkate alarak alan notları tutmuş ve sürece hiç bir şekilde müdahale etmemiştir. Bu süreçte seminer ile ilgili dokümanları (örn. PowerPoint sunumlar, çalışma

kağıtları, kullanılan videolar, vb.) formatör öğretmenler ve akademisyenden temin etmiştir.

Bu çalışmada, *formatör öğretmenler, akademisyenler ve İngilizce öğretmenleri* yer almıştır. Seminerde görev yapmakta olan formatör öğretmen sayısı 19'dur. Araştırmacının en az bir oturumunda gözlem yaptığı dört birinci nesil, dört ikinci nesil formatör öğretmen olmak üzere *sekiz formatör öğretmen* ile yarı yapılandırılmış görüşme formları kullanılarak görüşme yapılmıştır. Araştırmaya MEB tarafından düzenlenen hizmet içi eğitim programlarının farklı aşamalarında yer alan *üç akademisyen* katılmıştır. Akademisyenlerin seçiminde ölçüte dayalı örneklem yöntemi kullanılmıştır. Araştırmacının gözlem yaptığı seminerde görev yapmakta olan sadece bir akademisyen bulunmaktadır. Dolayısıyla, araştırmacı, bu akademisyenle, seminer haftasında görüşme yapmıştır. Diğer iki akademisyenin belirlenmesine gelince, hem formatör öğretmen eğitimi hem de yerel hizmet içi seminerlerde görev yapmakta olan ve araştırma için zengin bilgiye (Yıldırım ve Şimşek, 2006) sahip olduğu düşünülen iki akademisyen ile seminer sonrasında görüşme yapılmıştır. Araştırmaya *10 İngilizce öğretmeni* katılmıştır. Araştırmacı, seminerde katılımcılara çalışmanın amacını anlatmış ve çalışmaya gönüllü olarak katılmak isteyen ilköğretim öğretmenlerinin iletişim bilgilerini almıştır. İletişim bilgilerini veren 42 öğretmen maksimum çeşitlilik örneklemesi kullanılarak (a) araştırmacı tarafından gözlemlenen oturumda olup olmamalarına, (b) çalıştıkları okulun sosyo ekonomik statüsüne (c) okullarının şehir merkezine uzaklığına (şehir merkezi, kenar mahalle, köy okulları), (d) öğretmenlik deneyimlerine ve (e) cinsiyetlerine göre seminer sonrasında 10'a indirilmiştir.

Çalışmaya katılan *öğretmenlerle ilk görüşme*, seminer tamamlandıktan bir hafta sonra gerçekleştirilmiştir. Seminerin planlanması, uygulanması, değerlendirilmesi ve öğretmenler ve öğretmen uygulamaları üzerinde olası etkileri üzerine sorular içeren birinci öğretmen görüşmelerinin yapıldığı hafta ilk sınıf gözlemleri başlamıştır. Çalışmada, öğretmenlerin sınıflarında *toplam 50 ders saati gözlem* yapılmıştır. Gözlemler esnasında, akademisyen arka sırada oturmuş ve alan notlarını tutmuştur. Öğretmenler MEB tarafından belirlenen programı takip ettikleri için genellikle benzer konuları işlemişlerdir. *Birinci sınıf gözlemleri*, her

299

bir öğretmenin sınıfında bir ders saati olmak üzere toplam 10 saatten oluşmaktadır. *İkinci sınıf gözlemleri* ilk sınıf gözlemlerinden iki hafta sonra yapılmıştır. Özel bir durumu olan bir öğretmen dışında dokuz öğretmenin sınıfında ikişer saat olmak üzere toplam 18 saat gözlem yapılmıştır. 22 saatten oluşan *üçüncü sınıf gözlemleri* ise, ikinci sınıf gözlemlerinden iki hafta sonra iki öğretmen dışında her bir öğretmenin sınıfında iki saat olarak yapılmıştır. Sözü geçen iki öğretmenden birinin okulunda düzenlenen bir etkinlikten dolayı sınıfında bir saat gözlem yapılmış ve özel durumundan dolayı ikinci sınıf gözlemlerinin yapılmadığı öğretmenin sınıfında ise beş saat gözlem yapılmıştır. Üçüncü sınıf gözlemleri tamamlandıktan sonra, öğretmenlerle *ikinci görüşme* yapılmıştır. Bu görüşme, öğretmenlerin uygulamalarını da dikkate alarak seminerin planlanması, uygulanması, değerlendirilmesi ve etkisi üzerine odaklanmıştır.

Veri analizi, veri toplama süreci ile eşzamanlı devam etmiştir. Araştırmacı, 73 saat süren gözlem sonucunda elde edilen alan notlarını ve 31 görüşmeyi (yaklaşık olarak 1300 dakika) Microsoft Word dosyasına aktarmıştır. Seminerin farklı aşamalarına yönelik elde edilen dokümanlar ve öğretmenlerin seminer sonrası uygulamalarıyla ilgili dokümanlar taranarak bütünü daha kolay bir şekilde görmek amacıyla gözlem notlarıyla Word dosyasında birleştirilmiştir. Veri aktarma sürecinde elde edilen 900 sayfa veri, araştırma sorularıyla paralel olarak ilgili temaları ve örüntüleri elde etmek amacıyla içerik analizine tabi tutulmuştur. Araştırmacı, kodlama sürecinde ortaya çıkan temalar, kodlar ve örüntüler üzerine iki meslektaşından ve tez danışmanından geri bildirim almıştır. Kodlama süreci tamamlandıktan sonra tüm dokümanlar, Creswell'in (2011) de önerdiği gibi birbiriyle örtüşen kodlar, uygun temalar altında toplanmış ve çalışmanın güvenirliliğini artırmak amacıyla ikinci kez kodlanmıştır. Elde edilen temalar ve kodlar ilgili alıntı kodları ile birlikte araştırma sorularıyla paralel olarak planlama, uygulama, değerlendirme ve takip temaları altında excel dosyasına aktarılarak yazım sürecinin daha etkili bir şekilde işlemesi sağlanmıştır.

İçerik analizi sonucunda elde edilen *bulgular,* araştırma sorularıyla paralel olarak, hizmet içi eğitim seminerlerinin (a) planlanması, (b) uygulanması, (c) değerlendirilmesi ve (d) öğretmenler ve öğretmen uygulamaları üzerindeki

etkisi olmak üzere *dört tema* altında düzenlenmiştir. Araştırmanın sonuçları, hizmet içi eğitimin planlanması, uygulanması ve değerlendirilmesinin öğretmenlerin pedagojik inançları, pedagojik alan bigileri, sınıf içi uygulamaları, kişisel ve mesleki gelişimleri ve öğrencileri üzerinde önemli bir etkiye sahip olduğunu ortaya koymuştur. Bu alanlardaki etkinin, etkili ve etkisisiz hizmet içi eğitim uygulamalarına bağlı olarak birbiriyle etkileşime geçtiği bulunmuştur. Sonuçlar, aynı zamanda, öğretmen özelliklerinin (öğretmenlik deneyimi ve cinsiyet), öğretmenlerin öz benlik algılarının, motivasyon düzeylerinin ve mezun oldukları lisans programının bu etkileşim sürecinde bir rol oynadığını ortaya koymuştur. Ancak, öğretmenlerin çalıştıkları okul özellikleri ve koşullarının, öğretmenlerin seminer sonrası uygulamaları üzerinde herhangi bir etkisi olmadığı bulunmuştur.

Mahalli hizmet içi eğitim seminerlerinin planlanması formatör öğretmen yetiştirme sürecini ve diğer planlama süreçlerini içermektedir. Programların yenilenmesinden sonra birinci kapsamlı *Formatör Öğretmen Eğitimi (FÖE),* 2009 yılında piramit eğitim modeli kullanılarak gerçekleştirilmiştir. Piramit eğitim modelinin uygulandığı eğitimlerde ilk nesil formatör öğretmenin seçimi ve FÖE'nin planlanması, eğitimin amacına ulaşması açısından önem taşımaktadır (Villegas-Reimers, 2003). Ancak, formatör öğretmenlerle ve akademisyenlerle yapılan görüşmelerin analizi, (a) formatör öğretmen adaylarının seçilmesinde herhangi bir ölçüt olmadığını; (b) bazı formatör adaylarının eğitime katılması zorunlu tutulurken bazılarının gönüllü katıldığını; (c) FÖE ile ilgili duyuruların zamanında yapılmadığını; (d) FÖE ile yapılan duyuruların, yapılacak olan eğitim hakkında yeterli bilgi içermediği gibi tüm İngilizce öğretmenlerinin FÖE hakkında bilgilendirilmediğini; (e) içerik seçiminin etkin bir şekilde yapılmadığını; (f) içeriğin belirlenmesinden önce güncel bir ihtiyaç analizi çalışmasının gerçekleştirilmediğini; ve (f) FÖE'de görev alacak akademisyenlerin ve formatörlerin belirlenmesinde herhangi bir ölçüt kullanılmadığını ortaya koymaktadır.

Çalışma kapsamında elde edilen veriler, FÖE'nin planlanmasına yönelik bazı hizmet içi eğitim süreçlerinin, FÖE ve mahalli eğitim seminerlerinin niteliği ve sürdürülebilirliği üzerinde olumsuz bir etkiye sahip olduğunu ortaya

koymaktadır. Öncelikle, formatör adaylarının dil becerileri, deneyimleri ve motivasyon düzeylerinin herhangi bir şekilde dikkate alınmamasının, formatör öğretmenlerin mahalli seminer uygulamalarına ve dolayısıyla seminerin öğretmenler ve öğretmen uygulamalarına olumsuz olarak yansıdığı görülmektedir. Özellikle, İngilizce dil yeterliği düşük olan formatörlerin, yerel seminerlerde genellikle geleneksel yöntemleri tercih ettikleri görülmektedir. Geleneksel yöntemlerin işe koşulduğu oturumların ise öğretmen uygulamalarına etkili bir şekilde yansımadığı bulunmuştur. Bunun yanı sıra, dil yeterliği düşük düzeyde olan formatörlerin, alana hâkim olsalar öğretmenler üzerinde olumlu bir etkiye sahip olmadığı görülmüştür. Yapılan analizler, FÖE ve mahalli seminerlerde görev yapacak akademisyenler ve yabancı uzmanların seçiminde de herhangi bir ölçüt gözetilmediğini ortaya koymaktadır. Formatör adayları, genellikle akademisyen ve yabancı uzmanları model aldıkları için, bu aşama oldukça önem taşımaktadır. Bundan dolayı hem FÖE'lerde hem de mahalli hizmet içi eğitim seminerlerine katılacak olan eğitimenlerin belirli bir ölçüte bağlı olarak seçilmesi, verilen eğitimlerin amacına ulaşmasına katkıda bulunacaktır.

Araştırma kapsamında yapılan görüşmelerin analizi, formatör öğretmen eğitimi ve mahalli hizmet içi eğitim semimerlerine yönelik *içerik seçimi*nin etkili bir şekilde yapılmadığını göstermekle birlikte, içeriği belirlemek amacıyla güncel bir ihtiyaç analizi çalışmasının da yapılmadığını ortaya koymaktadır. Bu da İngilizce öğretmenlerinin, yeni program kaspamındaki ihtiyaçlarının dikkate alınmadığı gibi, MEB'in eğitim reformu doğrultusundaki ihtiyaçlarının da etkin bir şekilde belirlenmediğini göstermektedir. Bu sonuçlar, Kenan ve Özmen (2010), Küçüksüleymanoğlu (2006), Odabaşı-Çimer, Çakır ve Çimer (2010) ve Ünal'ın (2010) yaptığı araştırmaların sonuçlarıyla benzerlik göstermektedir. Yapılan analizler, MEB tarafından İngilizce öğretmenlerine yönelik düzenlenen seminerlerin içeriğinin yaklaşık 18-20 yıl önce çoğunlukla yabancı uzmanlar tarafından konu başlıkları olarak belirlendiğini ve ilk FÖE'ye kadar değişitirilmeden hem FÖE'lerde hem de yerel seminerlerde kullanıldığını ortaya koymaktadır. Bu sonuç, Küçüksüleymanoğlu'nun (2006) çalışmasıyla parellelik göstermektedir. Küçüksüleymanoğlu, 1998 ve 2005 yılında İngilizce öğretmenleri

302

için düzenlenen seminerleri incelemek amacıyla yaptığı çalışmada, seminerlerin içeriğinin birbirinden farklı olmadığını ortaya koymuştur.

Hizmet içi eğitim seminerlerine yönelik içerik seçiminin akademisyenlerden ziyade çoğunlukla yabancı uzmanlar tarafından yapılıyor olması, planlama doğrultusunda ortaya çıkan eksikliklerden biridir. Bu, hizmet içi eğitimin etkisini azalttığı gerekçesiyle ilgili alan yazın ile de desteklenmektedir (örn. Courtney, 2007). Yapılan analizler, ilk FÖE'den önce ilk defa bir kaç akademisyenin görüşünün dikkate alındığını ve var olan konu listesine yeni müfredat doğrultusunda bir kaç konu başlığı daha eklendiğini göstermektedir. Akademisyenlerin sürece katılması hizmet içi eğitimin kalitesi açısından büyük önem arz etmektedir. Ancak, konu seçiminin başlıklardan oluşması, oturumların konudan çok, o konuyu vermekle yükümlü eğitmenin alan bilgisi ve ilgi alanları doğrultusunda formatör adaylarına aktarıldığını ortaya koymaktadır. Bu da farklı oturumlarda eğitim alan formatör adaylarının pedagojik alan bilgilerinde farklılık olarak ortaya çıkmaktadır.

Yerel seminerlere yönelik planlamanın etkin bir şekilde yapılmaması, ard arda iki FÖE gerçekleştirilmesine yol açmıştır. Birinci FÖE, dört aşamadan oluşup toplam altı hafta sürmüştür. Eğitmenler, akademisyenlerden ve yabancı uzmanlardan oluşmaktadır. Süreç sonunda yetiştirilen formatör öğretmen sayısı 30 olduğu için, Türkiye'de bulunan tüm İngilizce öğretmenlerini yetiştirmek amacıyla ikinci bir FÖE'ye ihtiyaç duyulmuştur. Bu doğrultuda, yetiştirilen 30 formatör üç gruba ayrılmış, ilk iki grup ikinci FÖE'de akademisyenler ve yabancı uzmanlarla birlikte ikinci grup formatörleri yetiştirirken, son grup da ilk yerel seminerde görev almıştır. Yapılan analizler, bu formatörlerin nasıl ve ne şekilde gruplandırıldığına yönelik bir planlama ve değerlendirme süreci olmadığını ortaya koymaktadır. İkinci FÖE iki aşamadan oluşmaktadır ve üç hafta sürmüştür. Süreç sonunda toplam 50 formatör yetişmiştir. Araştırma sonuçları, birinci ve ikinci grup formatörler arasında pedagojik alan bilgisi anlamında farklar olabileceğini ortaya koymaktadır. Bu fark, hem FÖE'nin süresinden hem de FÖE'lerde görev yapmakta olan eğitmenlerden kaynaklanabilir. O'Donahue (2010), birinci nesil formatörler, ikinci nesli yetiştirirken aktarılması beklenen içeriğin tam olarak

303

verilemeyebileceğini belirtmektedir. Bu da, ikinci nesil formatörlerin birinci nesil formatörler kadar donanımlı olamayacağını ortaya koymaktadır. Buna rağmen, yapılan analizler, her ne kadar ikinci nesil formatörlerin daha çok akademisyenler tarafından eğitilmeyi tercih ettiklerini ortaya koysa da, birinci nesil formatörlerin de mesleki gelişimlerine katkıda bulunduklarını göstermektedir. Bunun da nedeni, birinci nesil formatörlerin FÖE'den önce İngilizce öğretmenliği yapmaları, yerel ortamı/bağlamı bilmeleri ve bir etkinliğin nasıl ve ne şekilde işe yarayacağı gibi konularda uygulamaya yönelik bilgi sahibi olmalarıdır. Yapılan analizler, birinci ve ikinci nesil formatörlerin, mahalli seminerlerde yer almasının, öğretmenlerin kişisel ve mesleki gelişimi üzerinde de olumlu bir etkiye sahip olduğunu ortaya koymaktadır.

Araştırma sonuçları, FÖE'lerde izlenen ölçme ve değerlendirme yaklaşımlarının, seminerlerin niteliğini ve sürdürülebilirliğini azalttığını ortaya koymaktadır. Formatör adayları, katıldıkları eğitimin her aşamsı sonunda çoktan seçmeli bir sınava tabi tutulmuş ve belirlenen barajı geçen adaylar bir sonraki aşamaya gönüllü olarak devam etmişlerdir. Ancak, çoktan seçmeli bir sınavın uygulanması, seminerin amacıyla örtüşmemektedir. Her ne kadar, verilen eğitimlerde, formatör adayları çok kısa sunumlar yapmış ve bu sunumlarda eğitmenler tarafından gözlem yapılmış olsa bile, bu gözlemler, değerlendirme amacıyla kullanılmamıştır. Bu bağlamda, bazı formatör öğretmen adayları, yeterli düzeyde pedagojik alan bilgisine sahip olmamalarına rağmen formatör olmuşlardır. Bu şekilde yetişen formatörler, yerel seminerlerde daha çok geleneksel yöntemleri tercih etmişlerdir ve bu da öğretmen uygulamalarına olumlu bir şekilde yansımamıştır.

Bu çalışmada, FÖE'de işe koşulan uygulama süreçlerinin, yerel seminerlerin uygulanması ve etkisi üzerinde önemli bir rol oynadığı bulunmuştur. Analizler, FÖE'lerde formatör adaylarına yetişkin eğitimi hakkında yeterli bilgi verilmediğini olumsuz bir durum olarak algılandığını göstermektedir. Wei vd. (2009), FÖE'de "öğretmenlerin nasıl yetiştirileceğine" yönelik yeterli bilgi olmamasını, piramit eğitim modelinin bir eksikliği olarak değerlendirmektedir. Bu bağlamda, araştırma sonuçları, daha etkili bir planlanma stratejisi takip edilmesi; formatör adayları ve akademisyenlerin süreç hakkında yeterince bilgilendirilmesi

durumunda, eğitimlerin amacına daha fazla ulaşabileceğini ortaya koymaktadır. Yapılan analizler, formatör öğretmen eğitiminde uygulanan bazı süreçlerin formatörlerin uygulamalarına olumlu bir şekilde yansıdığını ve mahalli seminerlere katılan öğretmenler ve uygulamaları üzerinde de olumlu bir iz bıraktığını ortaya koymaktadır. Aktif öğrenme, drama, bilgi boşluğu ve canlandırma gibi iletişimsel etkinliklerin ve küçük grup etkinliklerinin kullanılmasının, formatör öğretmen uygulamalarına olumlu bir şekilde yansıdığı görülmektedir. Bu sonuçlar, Garet vd. (2001), Guskey (2000), Munby vd. (1987) ve Wei vd. (2009) etkili hizmet içi eğitim uygulamaları doğrultusunda bulgularıya benzerlik göstermektedir.

Mahalli hizmet içi eğitim seminerlerinin planlanmasının, formatörlerin yetiştirilmesinin yanı sıra diğer planlama süreçlerini de içerdiğini ortaya koymaktadır. Araştırma sonuçları, (a) mahalli seminer duyurusunun zamanında yapılmadığını; (b) öğretmenlere, seminerin yeri ve zamanı dışında bilgi verilmediğini; (c) seminere katılımın zorunlu tutulduğunu; (d) seminerin süresi ve zamanlamasının etkili planlanmadığı ve (e) FÖE'de kullanılan içeriğin güncel ihtiyaç analizi yapılmadan standartlaştırılarak, mahalli seminerlerde kullanıldığını ortaya koymaktadır. Belirtilen noktaların, seminerlerin öğretmenler ve öğretmen uygulamaları açısından etkisiz planlama süreçleri olduğu görülmektedir. Öncelikle, öğretmenlere, seminerin amacı, içeriği, günlük programı gibi noktalarda bilgi verilmemesi ve seminerin duyurusunun seminerden iki gün önce yapılması, öğretmenlerin seminere karşı olumsuz tutum geliştirmelerine sebep olmuştur. Seminer gözlemleri, bu tutumun, seminerin ilk bir kaç saatinde öğretmen tepkisi olarak ortaya çıktığını ve Konya iline bağlı köy, kasaba ve ilçelerden gelen öğretmenler için bu tutumun konaklama ve ulaşım sorunu da dikkate alındığında daha da olumsuz olduğunu ortaya koymaktadır.

Bu çalışma, aynı zamanda, seminere zorunlu katılımın bazı öğretmenlerin seminere karşı önyargı geliştirmelerine sebep olduğunu ortaya koymaktadır. Bu da öğretmenlerin daha önce yapılan seminerlerle ilgili olumsuz tecrübelerine (örn. kalabalık sınıflar, geleneksel yöntemlerin kullanılması, vb.) dayanmaktadır. Yapılan analizler, seminerde İngilizce'nin iletişim dili olarak kullanılmasının, seminerin ilk oturumu olan "ice breakers and warmers" adlı

oturumun ve katılımcı odaklı yapılan etkinliklerin öğretmenlerin olumsuz tutumlarını ortadan kaldırdığını ve seminerin öğretmenler üzerinde olumlu bir etki yaratmasına zemin hazırladığını göstermiştir. Bununla birlikte, araştırma sonuçları, her ne kadar bazı öğretmenlerin seminere katılım konusunda istekli olmadıklarını ortaya koysa da, reform kapsamında yapılan seminerlerde, zorunlu katılımın, yukarıdaki değişim de dikkate alındığında reformun başarısını artıracağını ortaya koymaktadır.

Seminerin etkisini azaltan planlama süreçlerinden biri de *seminerin zamanlaması ve süresidir*. Araştırma sonuçları, seminerin dönem içinde yapılmasının, öğretmenlerin hali hazırdaki planlarının ertelenmesi zorunluluğu (örn. dönem arası sınavlar, kişisel planlar) ve özellikle üst sınıflarda programı yetiştirememe kaygısı nedeniyle bir sorun olarak değerlendirildiğini göstermektedir. Bunun yanı sıra, bazı öğretmenler, seminer sonrasında ilk bir kaç gün öğrencilerin ilgisini toplamada sorun yaşadıklarını belirtmişlerdir. Seminerin süresine gelince, seminerin bazı öğretmenler tarafından yoğun bulunduğu ve öğretmenlerin uzun süren oturumlarda odaklanma sorunu yaşadıkları ortaya çıkmaktadır. Bu noktada, seminerlerin Eylül veya Haziran aylarında daha uzun süren bir zaman diliminde gün içinde daha kısa ders saatlerinde yapılmasının seminerin etkisini artıracağına yönelik bulgular mevcuttur. Bu sonuçlar, Odabaşı-Çimer, Çakır ve Çimer'in (2010) çalışmasının sonuçları ile benzerlik göstermektedir. Bu çalışmaya benzer olarak, onların çalışmasında, seminerin zamanının ve süresinin öğretmenler üzerinde olumsuz bir etkiye sahip olduğu tespit edilmiştir.

Araştırma sonuçları, her ne kadar seminerin planlanmasına yönelik bazı eksiklerin olduğunu gösterse de mahalli düzeyde yapılan bazı planlama süreçlerinin, seminerin öğretmenler ve uygulamaları üzerindeki etkisine katkıda bulunduğunu ortaya koymuştur. Bununla birlikte, seminerin başarısının, seminerin yapıldığı ilin İl Milli Eğitim Müdürlüğü'nün hizmet içi eğitime yaklaşımı ile yakından ilişkili olduğunu göstermiştir. Konya örneğinde, 1200'den fazla öğretmenin üç farklı yerde, aynı anda en az 10 paralel oturumda eğitim almalarının öğretmenlerin seminere karşı olmulu tutum geliştirmesine ve semineri ciddiye almasına yardımcı olduğu görülmüştür. Bu noktada eleştilen tek konu,

oturumlardaki öğretmen sayısının daha az olması gerekliliğidir. Bu çalışma, bundan sonra düzenlenecek olan seminerlerde benzer bir planlamanın yapılmasını ve öğretmenlerin daha az kalabalık oturumlarda eğitime katılmasını önermektedir. Bu sonuç, Küçüksüleymanoğlu'nun (2006) bulgularıyla benzerlik göstermektedir. Küçüksüleymanoğlu, seminerde oturumların kalabalık olmasının öğretmenlerin seminere katılma isteğinin olmamasına yönelik nedenler arasında bulunduğunu ortaya koymaktadır.

Araştırma sonuçları, seminerin, farklı yerlerde çalışan İngilizce öğretmenleriyle tanışmalarına ve sadece oturumlarda değil aynı zamanda oturum aralarında ve öğle yemeklerinde bilgi alışverişinde bulunmalarına olanak sağladığını ortaya koymaktadır. Sınıf ve ders ortamı hakkında tecrübe ve bilgi paylaşımının, öğretmenlerin iş motivasyonu ve öz yeterlilikleri üzerinde olumlu bir etkiye sahip olduğu görülmektedir. Bu çalışma, 530 öğretmenin, MEB tarafından düzenlenen seminerler hakkındaki görüşlerini irdeleyen Gültekin ve Çubukçu'nun (2008) çalışmasının sonuçlarıyla benzerlik göstermektedir. Bu noktada, araştırma sonuçları, öğretmenler arasındaki iletişimin düzeyini ve kalitesini artırmak amacıyla oturum arasında verilen sürenin uzatılmasını ve/veya seminerlerin, FÖE'lere benzer şekilde, 7/24 tartışma olanağının sağlanacağı ortamlarda gerçekleştirilmesini önermektedir.

Yerel seminerleri, FÖE'lerinden ayıran noktalardan biri, FÖE'lerde "yetişkin eğitimi" ve "NLP" oturumlarının bulunmasıdır. Bununla birlikte, FÖE'nin daha kuramsal ve daha çok kavram içermesi dışında FÖE programı ve içeriği yerel seminerlerde kullanılmaktadır. Bu, piramit öğretim yönteminin yapısıyla örtüşmektedir. Ancak, daha önce de belirtildiği gibi, bu içerik belirlenirken herhangi bir güncel ihtiyaç analizi çalışmasının yapılmadığı görülmektedir. Yerel eğitim seminerleriyle, Türkiye'de bulunan tüm İngilizce öğretmenlerine ulaşma çabasının, FÖE ve ilk yerel seminerlerde kullanılan içeriğin standartlaştırılması ve geliştirilmesiyle sonuçlandığı görülmektedir. Bu amaçla, akademisyenlerin ve anadili İngilizce olan yabancı uzmanların moderatör olarak görev aldığı Bilkent Üniversitesi'nde düzenlenen toplantıda birinci ve ikinci nesil formatörler, küçük gruplar halinde çalışarak seminer programında belirtilen her bir konu başlığı için içeriği standartlaştırma ve etkinlik planlama

çalışmaları yapmıştır. Bu toplantı sonrasında, her bir ders için ortak olarak kullanılacak standart PowerPoint sunumları ve ilgili oturumlarla ilgili etkinlik önerileri hazırlanmıştır. Ancak, yapılan analizler, bazı formatörlerin ilgi ve alan bilgileri çerçevesinde gruplara yerleştirilmediğini, bazı gruplarda grup dinamiğinin eksik olduğunu ve seçilen bazı akademisyenlerin sürece etkin bir şekilde katkı sağlamadığını ortaya koymaktadır. Bu da sunumların kuram odaklı hazırlanmasına yol açmış ve yerel seminerlerde bu sunumlara bağlı kalma zorunluluğu formatörlerin bazı noktalarda düz anlatım yöntemini seçmelerine neden olmuştur. Araştırma sonuçları, bu şekilde aktarılan bilginin de öğretmenler üzerinde etki yaratmadığını ortaya koymaktadır.

Araştırma sonuçları, yerel hizmet içi eğitim sürecinde işe koşulan uygulama süreçlerinin, öğretmenler ve öğretmen uygulamaları üzerinde farklı şekillerde etki bıraktığını göstermektedir. Öncelikle, İngilizce'nin kullanımı, öğretmenlerin seminerlere karşı ön yargılarını ortadan kaldırmakta ve daha sonra düzenlenecek hizmet içi eğitim etkinliklerine katılma isteğini artırmaktadır. Bunun yanı sıra İngilizce'nin eğitimlerde iletişim dili olarak kullanılmasının, öğretmenlerin pedagojik alan bilgilerine, sınıf içi uygulamalarına ve öz değerlendirme yapmalarına olanak sağlayarak kişisel ve mesleki gelişimlerine katkıda bulunduğu görülmektedir. İngilizce becerilerini geliştirme isteği, öğretmenlerin sınıf içinde daha fazla İngilizce konuşmalarını sağlamıştır. Bunun dışında bazı öğretmenler, İngilizce kitap, gazete ve dergi okumaya ve sesli kitap dinlemeye başlamıştır. Bu doğrultuda, bu öğretmenlerden bazıları, kendini geliştirmek amacıyla edindikleri materyalleri sınıf içinde de kullandığını belirtmiştir. Bu da öğretmenlerin kişisel ve mesleki alanda gelişimlerinin sınıf içi uygulamalarına olumlu bir şekilde yansıdığını ortaya koymaktadır.

Yapılan analizler, öğretmenlerin, İngilizce'yi sınıf içinde kullandıklarında ve öğrencilerin de kullanmaları konusunda uygun ortamlar yarattıklarında, öğrencilerin iletişimsel yetilerine artacağı düşüncesini geliştirdiklerini göstermektedir. Bu, öğretmenlerin sınıf içi uygulamalarına olumlu bir şekilde yansımıştır. Bu sonuç, Khan'ın (2002) yaptığı çalışma ile benzerlik göstermektedir. Khan, İngilizce'nin iletişim dili olarak kullanıldığı bir seminerin, öğretmenlerin sınıf içi İngilizce kullanımlarında bir artışa sebep olduğunu ortaya

koymuştur. Bu çalışma, Feiman-Nemser ve Remillard (1996) ve Phipps ve Borgs'un (2007) çalışmalarıyla da parellelik göstermektedir. Bu yazarlar, hizmet içi eğitim programlarının, öğretmenlerin pedagojik alan bilgilerinde bir değişiklik yarattığında, bu değişikliğin çoğunlukla uygulamaya geçirildiğini belirtmektedirler.

Araştırma sonuçları, seminerde kullanılan öğretim yaklaşımlarının, öğretmenlerin seminer sonrası uygulamaları üzerinde bir etkisi olduğunu ortaya koymaktadır. Seminerde, geleneksel yaklaşımların, öğrenci merkezli yaklaşımlara göre daha fazla tercih edildiği görülmektedir. Araştırma sonuçları, düz anlatımın tercih edildiği oturumlar, kuram odaklı sunumlar, katılımcıların pasif konumda olduğu ve katılımcılar arası iletişimin düşük düzeyde olduğu oturumların öğretmenlerin ilgisini çekmediği, seminere karşı olumsuz tutum geliştirmelerine sebep olduğu, pedagojik inançlarına ve alan bilgilerine yeterince katkı sağlamadığını göstermektedir. Bu noktada, bu tür oturumların, öğretmenlerin seminer sonrası uygulamalarına aktarılmadığı görülmektedir. Bu sonuçlar, Joyce ve Showers (1980), O'Sullivan (2001), ve Üstüner, Erdem ve Ersoy'un (2002) çalışmalarıyla benzerlik göstermektedir. Burada şunu da belirtmek gerekir ki FÖE'lerde benzer bir yaklaşımın işe koşulması, bazı formatörlerin mahalli seminerlerde geleneksel yöntemleri tercih etmelerine sebep olmuştur. Aynı zamanda, FÖE'lerde içselleştirilmeyen oturumların, formatör öğretmenler tarafından etkin bir şekilde öğretmenlere aktarılmadığı görülmektedir. Geleneksel yöntemlerin tercih edilmesinin diğer nedenleri arasında, bazı formatörlerin düşük İngilizce düzeyine ve öz benlik algısına sahip olması ve standart PowerPoint sunumları takip etme zorunluluğu bulunmaktadır.

Seminerde, iletişimsel dil yaklaşımının ve derlemeci (eclectic) yaklaşımın işe koşulduğu oturumların ise öğretmenlerin pedagojik alan bilgileri, inançları ve seminer sonrası uygulamaları üzerinde olumlu etkiye sahip olduğu görülmektedir. Araştırma sonuçları, reform süreciyle uyumlu olan yaklaşımların, yani, aktif öğrenme, iletişimsel etkinlikler (örn. drama, bilgi boşluğu etkinlikleri) ve şarkı ve oyunların kullanıldığı küçük grup etkinliklerinin olduğu oturumların öğretmen uygulamalarına aktarıldığını göstermektedir. Bu sonuçlar, Garet vd. (2001), Guskey (2000), Munby vd. (1987), O'Donahue (2010) ve Wei vd. (2009)

sonuçlarıyla benzerlik göstermektedir. Bu sonuçlar, FÖE'lerde etkili bulunan süreçlerle aynıdır.

Araştırma sonuçları seminerin, öğretmenlerin pedagojik inançları, pedagojik alan bilgileri ve sınıf uygulamalarındaki etkisine bağlı olarak öğrencilerin tutum ve başarı düzeyinde öğretmenlerin algısına dayalı bir değişiklik olduğunu ortaya koymaktadır. Öğretmenlerin seminer sonrası uygulamaları sonucunda, 4., 5. ve 6. sınıfların dil öğrenme sürecine karşı olumlu tutum geliştirdiği görülürken, 7. ve 8. sınıfların SBS odaklı kaygıları, İngilizce yeterlilik düzeylerinin düşük olması ve uzun süre geleneksel öğretim yaklaşımlarıyla eğitilmeleri gibi nedenlerden dolayı olumsuz tepkiler geliştirdiği bulunmuştur. Öğrenci başarısındaki değişikliğe bakıldığında ise, seminer sonrası uygulamaların, özellikle alt sınıfların sözcük ve konuşma becerilerini geliştirdiği görülmektedir. Öğrenci tutum ve başarsında algılanan bu değişiklerin, öğretmenlerin pedagojik inançlarına ve dolayısıyla öğretmen uygulamalarına yansıdığı görülmektedir. Bunun sonucu olarak, öğretmenler alt sınıflarda daha fazla İngilizce ve iletişimsel etkinlikler kullanırken, üst sınıflarda daha fazla geleneksel yöntemleri ve iletişim dili olarak Türkçe kullanımını tercih etmişlerdir. Araştırma sonuçları, çoğu öğretmenin, herhangi bir problemle karşılaştığında geleneksel yöntemlere dönmesinin, hizmet içi eğitim semineri çoğunlukla, pratik sınıf içi uygulamalardan ziyade kuram odaklı oturumlara dayanmasına bağlı olduğunu göstermektedir. Her ne kadar, seminer öğretmenlerin alan bilgisine olumlu bir katkıda bulunsa da seminerin bazı noktalarda öğretmenlerin edindikleri bilgileri nasıl kullanacaklarına yönelik bilgi vermediği için pedagojik alan bilgilerine çok fazla etki sağlamadığı görülmektedir. Seminerde, bu bilginin eksik olması, FÖE'lere dayanmaktadır. Bir başka deyişle, formatör öğretmenlere bu bilgi verilmeiği için, formatörler bu bilgiyi öğretmenlere aktaramamışlardır.

Seminerde kullanılan küçük hikâyeler, kişisel tecrübeler ve pratik önerilerin öğretmen uygulamaları üzerinde olumlu bir etki bıraktığı görülmektedir. Öğretmenler, formatörlerin ve akademisyenlerin kişisel tecrübelerini paylaştıkları oturumları daha dikkatli dinlemiş ve tecrübelerini paylaşarak veya yorum yaparak sürece katılmışlardır. Araştırma sonuçları, öğretmenlerin seminerde yapılan önerileri (örn. çamaşır ipi kullanarak öğrenci

ürünlerini sergileme) seminer sonrasında kullandıklarını veya kullanmayı planladıklarını göstermektedir. Her ne kadar bu önerilerin sayısı fazla olmasa da, yapılan önerilerin, öğretmenleri materyal ve etkinlik kullanımı konusunda yaratıcı düşünmeye sevk ettiği görülmektedir. Bu, öğretmenlerin hizmet içi eğitim seminerlerinden bekledikleriyle doğru orantılıdır (Claire'den aktaran Crawford, Schmeister ve Biggs, 2008). Şunu da belirtmek gerekir ki araştırma sonuçları, uygulamaya yönelik tanımlanmayan önerilerin, öğretmenlerin pedagojik inançları ve alan bilgileri üzerinde bir fark yaratsa da, sınıf içi uygulamalarına tam olarak aktarılamayabileceğini göstermektedir. Örneğin, öğretmenler, her ne kadar, formatör öğretmenlerin ve akademisyenlerin önerileri ve verdikleri örnekler doğrultusunda, ders kitabına daha az bağlı olma noktasında düşüncelerini değiştirse de, çoğu öğretmenin seminer sonrası ders kitabı kullanımına aynı şekilde devam ettiğini göstermektedir. Bunun iki temel nedeni olduğu görülmektedir. Bunlardan birincisi, materyal geliştirme ve uyarlama üzerine düzenlenen oturumunun, çoğunlukla düz anlatım yoluyla sunulması ve öğretmenlerin sürece aktif bir şekilde katılmamasıdır. Diğer bir neden ise, öğretmenlerin kullandıkları ders kitaplarının nasıl uyarlanacağına yönelik yeterli bilgi ve örneğin verilmemesidir. Bu sonuç, Courtney'in (2007) araştırma sonuçlarıyla benzerlik göstermektedir. Sözü geçen araştırmada, ders kitaplarıyla ilişkilendirilmeyen hizmet içi eğitim seminerlerinin, öğretmenler tarafından uygulamaya aktarılmadığı bulunmuştur.

Öğretmenlerin seminer sonrası uygulamalarını etkileyen hizmet içi eğitim süreçlerinden biri de *hizmet içi eğitimin değerlendirilmesidir*. Bu süreç, hizmet içi eğitimin ivedilikle geliştirilmesi gereken bir parçasıdır. Bulgular, formatör öğretmenler ve akademisyenlerin herhangi bir değerlendirilme sürecine tabi tutulmamasının, geleneksel yöntemleri benimseyen eğitmenlerin bu şekilde eğitimlere devam etmesine ve bunun da seminerin öğretmenler üzerindeki beklenen etkisini azaltmasına sebep olduğunu göstermektedir. Araştırma sonuçları, formatör öğretmenlerin ve akademisyenlerin günlük değerlendirme formlarıyla ve seminer gözlemleriyle değerlendirilmesini önermektedir. Değerlendirme ile ilgili ikinci bir eksiklik ise seminerin genel değerlendirme şeklidir. Değerlendirmenin, seminerin son saatinde ilgili oturumda görev yapan

formatör öğretmen tarafından, katılımcılara dağıtılan Likert türü bir ölçekle yapıldığı ve bu ölçeğin güvenirlilik ve geçerlilik çalışmasının yapılmadığını görülmektedir. Ölçeğin, seminerin son saatinde verilmesinin ve öğretmenler ve formatörler arasında oluşan bağın, ölçeğin doldurulmasını olumsuz olarak etkileyebileceği düşünülmektedir. Bu noktada bir başka eksiklik ise, bu ölçeğin sonuçlarının formatör öğretmenlerle bir kere dışında paylaşılmaması ve sonuçların hizmet içi eğitimin niteliğini artırmak adına etkili bir şekilde kullanılmamasıdır.

Hizmet içi eğitim semineri̇nin değerlendirilmesine yönelik en zayıf nokta ise seminer sonrası öğretmen uygulamalarını destekleyecek ve seminerin sürdürülebilirliğini sağlayacak bir takip sisteminin bulunmamasıdır. Araştırma sonuçları, öğretmenleri yönlendirecek ve karşılaştıkları sorunların üstesinden gelmelerine yardımcı olacak bir sistemin olmamasının, zamanla, öğretmenlerin seminer sonrası uygulamalarını azalttığını ortaya koymaktadır. Bu bağlamda, bu çalışma, ulusal bir danışmanlık merkezi kurulmasını ve bu merkeze bağlı olarak her bir ilde formatörlerin öğretmenlere danışmanlık hizmeti vermesini önermektedir. Bu merkezde görev yapacak olan formatörlerin seçiminin belirli bir ölçüte göre yapılması ve öğretmenlere talep doğrultusunda destek ve yapılandırıcı geri bildirim vermeleri, bu sistemin başarısı açısından önem taşımaktadır.

Araştırma sonuçları, hizmet içi eğitim süreçlerinin öğretmenler üzerindeki etkisini şekillendiren bazı faktörler olduğunu ortaya koymaktadır. Bunlardan birincisi öğretmenlerin cinsiyetidir. Öğretmenlerin cinsiyetlerinin, seminer sonrası öğretmen uygulamalarının düzeyini ve sıklığını etkilediği araştırmanın sonuçları arasındadır. Erkek öğretmenlerin, seminer vasıtasıyla edindikleri bilgi ve becerileri kadın öğretmenlere göre daha az uygulamaya aktadıkları ve uygulama sıklığında (İletişimsel dil yaklaşımı ve sınıf içi İngilizce kullanımı) zamanla bir azalma olduğu görülmektedir. Erkek öğretmenlerin, derse hazırlanmak için (örn. derste kullanılacak el becerisi gerektiren materyallerin hazırlanması) yeterli zamanlarının ve isteklerinin olmaması bunun nedenleri arasında gösterilmektedir. Seminer, farklı öğretmenlik deneyimine sahip öğretmenler ve bu öğretmenlerin uygulamalarına farklı şekilde yansımıştır. Araştırma sonuçları, seminerin, 20 yıldan fazla deneyimi olan öğretmenlerin, dil öğretim sürecinde daha fazla iletişimsel bir yol izlemeleri konusunda pedagojik

inançlarında bir değişiklik yaratsa da bu öğretmenlerin daha az deneyimi olan öğretmenlerle kıyaslandığında, sınıf içi uygulamalarında daha az değişiklik yaptıklarını göstermektedir. Bunun nedeni, bu öğretmenlerin emekliye ayrılacak olmaları olabilir. Bunun yanı sıra, bu araştırma, seminerin, orta düzeyde deneyime sahip ve sınıflarında seminer öncesinde de iletişimsel dil yaklaşımını zaman zaman kullanan öğretmenlerin daha çok kişisel ve mesleki gelişimlerine katkıda bulunduğunu göstermektedir. Bunun nedeninin, bu öğretmenlerin, kendilerini yetersiz gördükleri alanlara odaklanma ihtiyacından kaynaklandığı düşünülmektedir.

Öğretmenlerin öz benlik algılarının da, seminer sonrası uygulamalarını etkilediği görülmektedir. Öz benlik algısı düşük olan ve kendisini İngilizce kullanma konusunda yetersiz gören öğretmenlerin, öz benlik algısı yüksek olan öğretmenlerle kıyaslandığında, geleneksel yöntemlerin ve sınıf içi iletişim dili olarak Türkçe'yi daha fazla tercih ettikleri görülmektedir. Bu, Bümen'in (2009) çalışmasının sonuçlarıya benzerlik göstermektedir. Bu bağlamda, bu çalışma, hizmet içi eğitim seminerlerinde öğretmenlerin İngilizce kullanımına yönelik algılarının geliştirilmesine yönelik fırsatlar sağlanmasını önermektedir. Seminerin öğretmenler üzerindeki etkisiyle ilişkili olan bir başka nokta ise öğretmenlerin mezun oldukları bölümlerdir. Çalışmaya katılan öğretmenler, seminerin pedagojik alan bilgileri üzerinde bir etkisi olduğunu belirtmişlerdir. Seminerin etki düzeyi, İngiliz Dili Eğitimi ve İngiliz Dili Edebiyatı bölümlerinden mezun olan öğretmenler arasında değişiklik göstermemektedir. Ancak, seminerin Açık Öğretim Fakültesi İngilizce Öğretmenliği Bölümü'nden mezun olan öğretmenler üzerinde, diğer öğretmenlerle karşılaştırıldığında daha fazla etki bıraktığı görülmektedir. Bu, öğretmenlerin lisans programında uygulamaya yönelik aldıkları eğitimin yetersiz olarak nitelendirilmesine bağlanmaktadır. Burada, şunu da belirtmek gerekir ki öğretmenlerin çalıştıkları okulların sosyoekonomik yapısı, şehir merkezine uzaklığı ve imkanlarının, öğretmenlerin seminer sonrası uygulamalarında belirgin bir değişken olmadığı araştırma kapsamında ortaya çıkan sonuçlardan biridir. Bu beklenmeyen bir sonuçtur ve seminerlerin, öğretmenlerin pedagojik inançlarında bir değişiklik yarattığında, öğretmenlerin okul koşullarından ve özelliklerinden bağımsız olarak değiştiğini öne sürmektedir.

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SEMINARS PRESENTED

Sahin, Iclal. (2004, June). *Choose your own frame, It's in your hands.* Workshop presented at the 3rd Joint International ELT Conference, Trakya University, Edirne, Turkey.

Sahin, Iclal. (2004, March). *Decode the secret writing code and save your writing class.* Workshop presented at the annual conference of Anadolu University, Eskişehir, Turkey.

Sahin, Iclal. (2006, March). *Meet the happy couple: Learner autonomy and metacognitive strategies.* Workshop presented at the 9th Convention of METU, Ankara, Turkey.

Sahin, Iclal. (2007, May). *Promoting cultural awareness through newspapers* Workshop presented at the 1st International ELT Conference, Çağ University, Adana, Turkey.

Sahinel, S., & Sahin, I. (2007, June). *Overcoming writer's block via technology based creative writing.* Workshop presented at the 10th International Bilkent University ELT Conference: The Future of ELT: A Quest for Common Standards and Approaches, Bilkent University, Ankara, Turkey.

Sahin Iclal. (2007, November). *Developing speaking skills of business English learners via authentic materials.* Workshop presented at the 20th anniversary BESIG conference, IATEFL, Berlin, Germany.

Sahin Iclal. (2008, September). *Developing speaking Skills via six thinking hats method.* Workshop presented at the *ELTAF* conference, Frankfurt, Germany.

Sahin Iclal. (2008, October). *Developing speaking skills of students via popular TV Series.* Workshop presented at the 12th International INGED ELT Conference, Anadolu University, Eskişehir, Turkey.

Sahin, Iclal. (2009, April). *Developing job and career skills through video sharing websites.* Workshop presented at the 17th Annual HUPE Conference, Opatija, Croatia.

Sahin, Iclal. (2009, May). Using video sharing websites to enhance speaking skills. Workshop presented at the 10th METU International ELT Convention, METU, Ankara, Turkey.

Sahin, Iclal. (2010, September). *Using creative thinking to promote productive skills.* Workshop presented at the *ELTAF* conference, Frankfurt, Germany.

Bircan, İ., Ülker, H. İ., & Sahin, I. (2011, May). *Türkiye'de Bologna süreci uygulamaları ve yansımaları.* Paper presented at the International Higher Education Congress: New Trends and Issues, Istanbul, Turkey.

Sahin, Iclal. (2011, November). *Bringing media literacy into the business English classroom.* Workshop presented at the IATEFL BESIG annual conference, Dubrovnik, Croatia.

Phillips, A., & Sahin, I. (2011, November). *Creative teaching activities in business communication contexts.* Workshop presented at the IATEFL BESIG annual conference, Dubrovnik, Croatia.

<center>**APPENDIX M**</center>

<center>**TEZ FOTOKOPİSİ İZİN FORMU**</center>

ENSTİTÜ

Fen Bilimleri Enstitüsü	☐
Sosyal Bilimler Enstitüsü	☒ X
Uygulamalı Matematik Enstitüsü	☐
Enformatik Enstitüsü	☐
Deniz Bilimleri Enstitüsü	☐

YAZARIN

Soyadı : ŞAHİN
Adı : İCLAL
Bölümü : Eğitim Bilimleri (Eğitim Programları ve Öğretim)

TEZİN ADI (İngilizce) : Connecting Staff Development to Teacher Improvement: A Case Study of an In-Service Teacher Education Program for English Teachers

TEZİN TÜRÜ : Yüksek Lisans ☐   Doktora ☒ X

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☒ X

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:

<center>317</center>